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ABSTRACT

The Bachelor of Career Arts (BCA) degree program was initiated at Dallas Baptist College during the summer term of 1974. It is based on a certifiable competency in a chosen profession or career. Credit for life and work experiences, technical/occupational credits from the two-year colleges, and noncollege learning experiences are considered for degree credit in the BCA program. The structure and value of the program as well as its philosophy and curriculum design are reviewed and changes are recommended as needed. A faculty/staff questionnaire and a student questionnaire were used. The study revealed that the students in the BCA program naturally differed in many ways from traditional college students, in that they were older, employed full-time, married, and highly motivated, with most having previous college experience. In general the program increased the students' income and/or helped to develop a new career. The value of awarding credit for life/work experiences and other nontraditional experiences was also significant. The results indicate that the faculty, staff, and students have a very positive attitude toward the program and that its philosophy and structure are very compatible with all involved. (Author/LBH)

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A STUDY OF BACHELOR OF CAREER ARTS DEGREE PROGRAM AT DALLAS BAPTIST COLLEGE

Donald Gentsh

February 1976

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Nova University

A STUDY OF THE BACHELOR OF CAREER ARTS DEGREE PROGRAM AT DALLAS BAPTIST COLLEGE

DONALD GENTSCH

A MAJOR APPLIED RESEARCH PROJECT PRESENTED
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1976

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

A STUDY OF THE BACHELOR OF CAREER ARTS DEGREE PROGRAM AT DALLAS BAPTIST COLLEGE

By
Donald Gentsch

January, 1976

The Bachelor of Career Arts (BCA) degree program was initiated at Dallas Baptist College beginning with the summer term of 1974 after approval of the faculty, administration, and trustees. The BCA degree program is based on a certifiable competency in a chosen profession or career. Credit for life and work experiences, technical/occupational credits from the two year colleges, and non-college learning experiences are considered for degree credit in the BCA program.

The purpose of this project was to study the structure and value of the program as well as its philosophy and curriculum design, and to recommend changes as needed.

The study was primarily based upon two questionnaires; a faculty/staff questionnaire and a student questionnaire. The faculty/staff questionnaire was divided into seven sections: background, program features, students, faculty/staff activities, impact, personal data, and comments. The student questionnaire was divided into eight sections: background, employment, educational background, attraction to the program, status in the program, program features, personal traits, and comments.

The study revealed that the students in the BCA program naturally differed in many ways from traditional college students in that they were older, employed full time, married, and highly motivated, with most having previous college experience. From the student's point of view, the study revealed that their fundamental belief and/or reason for seeking a bachelor's degree was self satisfaction in earning the degree.

The student's philosophy of life was overwhelmingly aggressive. Generally, the students had no problem with adjusting to the program. The value of the program from the student's viewpoint was twofold: It increased their income and/or it helped to develop a new career. The value of the program as to the awarding of credit for life/work experiences and other non-traditional experiences was also significant. Based upon the present tuition and fees, each student was given academic credit which averaged $1,200 in tuition and fees.

The structure of the program was very suitable and accommodating to the student. Students indicated that they liked small lecture classes with the instructor leading the discussion. They also indicated that they were satisfied with the structure related to counseling, scheduling, curriculum, and to the library, bookstore, and administrative offices. This was evident when 84 per cent of the students rated the total program "above average."

The study revealed that the typical faculty and staff involved in the program was male and middle aged and had

relatively high academic rank. They had a variety of teaching experiences from areas including community college, secondary education, and private industry.

The faculty and staff philosophy and attitude toward the student was very positive. This fact was validated when the faculty rated the students "higher than average" in all academic areas except mathematical ability. These facts are important because of the initial feeling by some that the program would not attract the "academically astute" individual.

The personal outlook and philosophy of the faculty and staff relative to certain interests and attitudes was considerably improved by participation in the program. Basically, as a result from participation in this program, they are more interested in working with mature students and working with new modes of instruction. They were also interested in branching out into other disciplines. All faculty and staff revealed a very positive and enthusiastic outlook on their participation and on the future of the program.

The value of the program to the faculty and staff may be summed up as being primarily a chance to participate in a new venture and a chance to participate in a new curriculum focus. Most of the faculty and staff agreed that the administrative and managerial structure of the program was basically meeting the needs of the college and the students. Instructional features and course requirements, including

general studies, were satisfactory and in some cases were rated better than the traditional programs.

One of the greatest concerns of the faculty and staff was the "assessment of developmental experiences" which is associated with the general coordination and administration of the program. Another concern expressed related to the general structure was the matter of compensation. However, this concern is also true in the traditional programs at the college.

A concern was also expressed about assigning students to faculty advisors. Since most of the BCA students are applied management majors, this causes an overload on a few individuals.

The results of this study then indicate that the faculty, staff, and students have a very positive attitude toward the program and that the philosophy and structure of the program are very compatible with all involved. Also, the program is valuable to the college and to the student. Implementation of the recommendations would certainly enhance the operation of the program.

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Chapter 1

Introduction

Purpose of the Study

Traditionally, the baccalaureate degree in American higher education has been a four year program; however, Bersi (1973) discussed recent experimentations with the traditional structure of the degree which have often occurred throughout the history of education in America. He explained that many educational leaders have applied considerable talent and time to achieve what they considered to be a logical reorganization of the four year time sequence. Recent efforts to restructure the baccalaureate degree reflect this historical base, and indications are that various modifications will continue and actually gain in momentum (Bersi, 1973). The purpose of this project is to study the structure and value of the Bachelor of Career Arts degree (BCA), including the philosophy of the program and the curriculum design, and to recommend improvements and changes as needed.

Significance of the Study

The Carnegie Commission on Higher Education urged that the country develop an expanded frame of reference and develop ways of better utilization of non-college institutions so that people can pursue learning throughout their lifetime (Chronicle, 1973a). It also recommended that four year institutions seek new constituencies among adults and among transfers from two year colleges. The quality of an institution should be determined by what it does for the

students, not by the characteristics of its entering students or by the record of its graduates (Chronicle, 1973b).

At this time there is a large demand for a wide spectrum of educational activities to enrich the mind. Education should develop the student's greatest talent to the point of excellence and prepare the student to live in today's world by developing a minimum competency in some area (College and University Bulletin, 1974).

Statistics indicate that 637,000 fewer students enrolled in college in 1973 than were expected, and part of this decrease was due to the fact that the 18-21 year old enrollment is continuing to decline each year (College Board Review, 1974). Certainly these trends have had their effect on post-secondary education. Programs must be provided for all age groups.

In regards to ways, methods, and philosophy in which post-secondary institutions need to respond, Dr. Lyman Glenny concluded:

> The shift is toward occupational and career training rather than liberal education. The institutions responding most readily to this shift in goals continue to increase in enrollment. . . . . If in-and-out education is the wave of the future, as all trends seem to indicate, then the private liberal arts college (not in the super-prestigious groups) and the public state colleges may be well advised to change

requirements and facilitate the processing of entrances and exits to courses so as to allow the more mature students to become regular students. The adult level of education, most of which is paid for by the student, is rapidly expanding. Much of the work is career orientated, but a great deal of it is directed towards an understanding of the human condition and of the very confusing world in which the human species is found (Glenny, 1973).

Dallas Baptist College has developed a degree program which considers credit for life and work experiences and accepts technical/occupational credits from the community college. The program is based on a certifiable competency in a chosen profession or career.

During the academic year of 1973-74 a survey was made at all four campuses of the Dallas County Community College District. The purpose of this survey, which was conducted in a representative number (as recommended by the deans of each college) of technical/occupational classes on each campus, was to determine the initial interest in the Dallas Baptist College type of program. The result of this survey revealed sufficient interest in initiating this type of degree program.

During the spring of 1974 it became apparent that several actions had to be taken in order to begin the new

program. The basic action was approval of the program by the faculty, administration, and trustees. The approval was secured at that time.

The next step was to form a faculty committee to assist in the implementation of the program. A committee composed of faculty representatives from the seven academic divisions (Arts, Behavioral Sciences, Business, Humanities, Nursing, Religion, Science and Mathematics) was formed to enhance the implementation of the program. The committee had the following duties:

1. serve as the administrative unit for the degree program;
2. give advice and counsel on further implementation of the program;
3. assist in developing additional guidelines for evaluation of life/work experiences;
4. serve as faculty advisor for students.

A decision as to the name of the degree was the next step. Before the degree was named a search was made in various college catalogues for listings of degree titles. After this search it was decided the title of the new degree would be Bachelor of Career Arts (BCA) for the following reasons.

1. This title describes the nature and content of the program. Career refers to certifiable competency and Arts to courses already established in the curriculum of the college.

2. An initial search of degree titles did not reveal that this title had been used. It was felt that it was necessary to have a unique title to avoid confusion with other degree titles.

The approval of the program, appointment of a faculty committee, and name of the degree were accomplished and the program was initiated effective June 1, 1974. Six students were initially admitted to the program. To date, nine have graduated and we now have over one hundred students in various stages of the program.

Dr. Kenneth Howard, Academic Dean at Dallas Baptist College and former member of the BCA committee, observed:

> The BCA program is an innovative approach to the solution of a difficult problem in education - that of providing educational opportunities for the mature student who is well motivated, sincere in his efforts, and desires obtaining an education after he has begun his career. Additionally, he is faced with redundant learning experiences if he follows the curriculum designed for the freshman just entering out of high school. By evaluating his career experiences, it is possible to improve on the entire educational program of the individual. Because Dallas Baptist College has been involved in the Bachelor of Career Arts program for one year, it is critical at this point to determine several

things about this program because of the magnitude and the implications of a program which responds to individual student needs rather than categorizing them as all beginning their educational experience at the same point (Dallas Baptist College, 1975).

Dr. Gary Starnes, Director of the BCA program and Chairman of the BCA faculty committee commented:

> The BCA program is stronger than the traditional programs because BCA applicants go through a screening process that eliminates approximately fifteen percent. In addition, the BCA program accepts no "D's" in transfer into the program. The main attraction of the BCA program is the granting of credit for life experiences. . . . . Everyone benefits from this return to the classroom. The employer gains a more competent employee, the student gains credentials necessary for promotion or job security, and the teachers gain valuable impact in class as a result of the older student's experience and maturity. . . . . (Dallas Baptist College, 1975).

Dr. Elizabeth Enstam, a charter member of the BCA committee, made the following observations.

> The Bachelor of Career Arts degree has enormous potential as a kind of meeting between "town and gown", that is, between the business and academic

> communities. . . . . The BCA degree can meet a real need for outstandingly qualified persons by putting together their diverse experiences and college credits into a respectable baccalaureate degree. During the years of their work experiency many people learn the intellectual skills taught during the four college years. The BCA can formally recognize these skills and translate them into academic credits, but this must be done according to regular and publicly defined standards. The entire program is very new, of course, and these we do not yet have. . . . . (Dallas Baptist College, 1975).

Comments from students are valuable most of the time in determining the success of most programs. Mr. Carter Johnson, a graduate who has completed the program, stated that:

> For someone like me who had, for practical purposes, given up earning a college degree, and who had made a career in spite of the lack of such degree, the BCA program was a God-send. . . . . It is my strong wish that this unique BCA program be developed and extended so that others may share my satisfaction (Dallas Baptist College, 1975).

Mr. David Powell, who is presently a student in the program, stated that:

> The BCA program is unique and I believe it will become a tremendous asset to the college as

> years go by. With the current trend of continuing education being promoted by industry, Dallas Baptist College has paved the way by providing the type of program so badly needed to fulfill the needs of many adult working people. They need to obtain a degree but can't give up a career to do so. Flexibility, the key, is what most schools can't provide because of the System. The System has not been a deterrent at DBC. Thus, the attitude of everyone involved has helped to make the BCA program very successful for me, my fellow students, and Dallas Baptist College (Dallas Baptist College, 1975).

The results of the establishment of this degree are very promising at this time. As previously mentioned, over one hundred have been admitted to the program to date with certifiable competencies in areas such as mid-management, aviation management, data processing, electronic technology, executive management, respiratory therapy and others. It is anticipated that this program will continue to develop at a faster rate than the standard bachelor's degree programs.

Definition of Terms

The following terms are defined for the purpose of this study. The definitions are given as they are presently used as related specifically to the Bachelor of Career Arts degree program at Dallas Baptist College.

1. Bachelor of Career Arts Degree Program: A degree program designed to accept technical/occupational credits, non-college learning experiences for credit, and life/work experiences for credit.
2. Technical/Occupational Credit: Credit accepted in transfer from another accredited college (usually a junior or community college) towards completion of the Bachelor of Career Arts degree at Dallas Baptist College.
3. Non-College Learning Experiences: Learning experiences of the student involving the armed forces, vocational schools, and other special schools involving private industry or the government which can be translated into credit.
4. Life/Work Learning Experiences: Learning experiences gained essentially on the job or by other means which can be successfully translated into credit.
5. Certifiable Competency: A body of knowledge gained through traditional college work, technical/occupational work, life/work experiences, and non-college learning experiences of which the person is considered to be competent in the judgment of the college.

Limitations of the Study

The following limitations should be noted in this study.

1. The program has been in operation for approximately two years; therefore, it is relatively new and has

not been fully developed. One of the purposes of this study is to recommend actions which will enhance and improve the program.

2. The program has a very limited number of faculty and staff involved at this time. Approximately twelve faculty and staff are directly involved in the program, and it is anticipated that this will continue to be the nature of the program. With the exception of one course, no new courses were created for this program.
3. The total enrollment at Dallas Baptist College in the fall semester of 1975 was 1,268. Of these students, over one hundred have been accepted and enrolled in the BCA program, and it is expected that a large majority of these will participate in the survey.

Summary

A major trend, which has largely been ignored, is the growing tendency for people who want to learn a variety of skills to attend the proprietary schools rather than the traditional college and university, including the community college (Research Currents, 1973). This program allows more flexibility in the transfer of technical/occupational credits and opens the door for life and work experiences to be considered for credit. Initial results of this program have already indicated that more adult type students have been enrolled, thus providing opportunities for many more people.

Continuing emphasis should be placed upon the improvement of the BCA degree. The college will either compete

directly in offering superior alternatives or will carve out a particular niche from the total market and develop a program that better matches the needs of a specialized or fringe segment. The most important thing to appraise is the character and quality of the service offering one can devise and then decide upon the best competitive strategy to execute the plan. The BCA degree program is designed to meet this challenge.

Chapter 2

Review of the Literature

Philosophy of the Program

Over one hundred colleges and universities located in every part of the United States are involved in the process of crediting prior learning experiences. Large and small, private and public, colleges are involved in this type of non-traditional educational experience. Regrettably, the literature does not reflect these developments (Meyer, 1975).

Education should develop the student's greatest talent to the point of excellence and prepare the student to live in today's world by developing a maximum competency in some area (College and University Bulletin, 1974). Education in the United States is under constant pressure to change. The character and intensity of these pressures have varied with the changing make-up of society and with the intensity of the demand for educated manpower or an informed citizenry (Heiss, 1973).

The curriculum must continually be revised and changed, or it becomes outdated. Post-secondary education is expected to become involved to a greater extent than in the past in solving the many educational problems that continue to plague society. The average individual is looking to education for assistance in adjusting to the impact of expanding technology and knowledge. Dressel and DeLisle (1969) said that "higher education reflects these demands by changes which vary from slight adjustments in rules and

requirements to attempts to break free from the restraint of tradition and develop an entirely new model." (p.7)

Morisseau (1974), speaking at a recent higher education conference, said,

> "Non-traditional studies" is perforce a catch-all expression. For the changes occurring in the delivery patterns of American higher education are as diverse as they are numerous and defy any more precise label. That is perhaps as it should be. If there was one area of total agreement, it was that there is no one program or approach in higher education's future and that to seek one would be simply to lock higher education into a new pattern of rigidity. (p.23)

Medsker, Edelstein, Kreplin, Ruyle, and Shea (1975) made the following statement:

> Thus it is that in the mid-1970s, post-secondary education in the United States is faced with some alternatives about which decisions must be made. The choices will tend to be either positive or restrictive. They will be positive if new ways are found that will attract new clientele who feel the need to improve themselves personally or occupationally, respond imaginatively to their learning needs with quality programs, and point the way to better service for all students. They will be restrictive if action

> is taken and programs initiated only because they are popularly expedient. The choices made may also be dysfunctional philosophically and structurally if the "new ways" are considered as a separate post-secondary enterprise unrelated to the traditional system. (p.4)

The milieu of post-secondary education today is one of plodding along in the unknown trying to find the answers to important questions related to non-traditional and/or innovative educational problems. Recent letters from individuals knowledgeable in the field verify this general feeling. Meyer (1975), Professor of Social Work at Florida International University, replied, "Welcome to the Jungle of College Credit for non-college learning." Warrick (1975), Dean of Education at Moorhead State College, replied that "there are a few guidelines we use which may be useful, but no one has figured out the answer to many of these issues yet." Mills (1975), director of the program, stated that "you must realize that granting credit for prior learning is a very complicated and serious matter and will be difficult to transmit many of the answers by the written word." It should, therefore, be obvious that this type of non-traditional program is in its infant stage in the United States and is being developed primarily through the experiences of a few colleges. A review of the literature reveals that there are many variables and unknowns.

There is substantial agreement that non-traditional post-secondary education is important in educating the

masses. Sharon (1974a) stated:

> Post-secondary institutions play a vital role in providing skill training and education to individuals who desire to engage in occupations which may not require the traditional baccalaureate degree. Among these institutions are junior or community colleges, technical institutes, corporate schools, and a variety of other public and private training institutions. These institutions are an important link between students and employers as they have assumed a considerable amount of responsibility for the preparation of individuals for the world of work. (p.3)

In another article Sharon (1974b) states, "In recent years 'non-traditional learning' has become a highly significant and visible movement in American higher education." (p.20)

Ferris (1975) stated:

> Sooner or later all non-traditional forms of education stop being non-traditional. They become defunct or they become a new tradition. Over the past ten years the various educational approaches that might be included under the term learner-centered reform have moved from the fringes of higher education to the center. They have been tried, analyzed, and challenged.

> They have not yet passed the testing stage, but they have withstood it well and have grown more vigorous as a result. If learner-centered reform has not yet become established as a new tradition, it has at least demonstrated that it is a serious candidate. (p.1)

A report on the future University of Massachusetts "strongly recommends that the limited resources for growth on the Amherst campus be concentrated on 'efforts for educational innovation and change.'" (Harris, 1975)

In a study of academic degree structures, Spurr (1970) said, "Degree structures should be flexible enough to facilitate the student's finding a place in the system of higher education appropriate to his current interests and abilities." (p.21)

The award of credit for prior off-campus learning has greatly increased in recent years. Institutions of higher education have come to realize that other ways must be found to evaluate knowledge students already have when they enroll at the college of their choice. This credit must be considered and translated into academic credit. One of the most difficult problems is how prior knowledge can be measured and equated to the learning that takes place in the classroom. Some educators believe that the classroom experience cannot be replaced by taking a test. Others believe that any relevant learning experience gained outside the classroom is just as good or better than the classroom experience

and can be evaluated and measured in various ways. Sterling (1975) remarked:

> The simple fact is that there are no longer any responsible educators who would insist that a student should repeat an educational experience he has had or who would argue that somehow the accumulation of 120 semester or 180 quarter hours of traditional course work is an accurate measure of the educated person. (p.1)

Willingham (1974) in a Cooperative Assessment of Experiential Learning (CAEL) status report remarked:

> Public groups and leading educators have expressed the need for college programs that are more responsive to the educational requirements of students and society and for more rational integration of formal schooling and practical experience. In this regard, non-traditional education, with its emphasis on experiential learning, has become a major reform movement. (p.1)

Post-secondary education must place the student and his needs first rather than focus on academic subjects. The rationale that must be developed is that courses in the curriculum are simply techniques or means to facilitate human development rather than things of intrinsic worth (Mayhew and Ford, 1973).

The philosophy used by many institutions as reasons to be innovative is very interesting. The underlying

philosophy at Delaware County Community College is "the belief that the adult student has special needs which can best be served through an individualized degree built upon the base of life experience which, once evaluated, can be rounded out with whatever combination of learning experiences is appropriate." (Kray, 1974). Skidmore College believes that students are able to learn outside the traditional college classroom as well as within. The college provides education at many different sources such as work, home, industry, travel, and overseas (University Without Walls, 1975). San Francisco State University "encourages curricular practices which make effective use of experiential learning opportunities." (CUNY Baccalaureate Program, 1975). Thus, we see that non-traditional forms of education are coming into vogue, and the legitimacy of educational programs for career promotion is more widely recognized.

When an institution gives credit for learning or for experiences gained outside the classroom, it allows the student greater flexibility. The student can complete his degree requirements in less time and with less expense. The student is able to put to use the academic degree that is awarded more quickly than that of the traditional degree programs (Craegar, 1973).

The overall philosophy of Dallas Baptist College is that the student must have a certifiable competency to be admitted to the BCA degree program. The student's total learning experiences are evaluated to determine the academic

courses needed to complete the degree. In other words, the student must already be competent in his field. The college simply designs a program that will enhance and/or add to his past learning experiences. Students who do not have a certifiable competency are not admitted to the program but are urged to pursue other programs which the college offers.

General Studies Requirements

General Studies courses at most colleges are usually those freshman and sophomore level courses such as English, history, science, and mathematics which are required of all students. Most literature indicates that General Studies is a part of the requirement in a majority of the programs. The specifics, such as the number of hours required in each subject and the total number of hours required, are not always stated. Most literature points out the need for General Studies. Levine and Weingart (1974) concluded:

> With an increasing technological need for greater specialization, general education is increasingly important to provide a basis for common humanity among people. Specialization isolates people, underlines their differences, and is, in this sense, divisive. General education is capable of providing a commonality sufficient to surmount the differences in vocation. (p.50)

Southern Illinois University includes 45 semester hours of General Studies, some of which the student may transfer (Technical Careers, 1975).

Dallas Baptist College requires a total of 44 hours for the General Studies requirement. These requirements are outlined as follows:

Area A: (20 hours)

English (6 hours)

Religion (6 hours)

BCA Seminar (6 hours)

Physical Education (2 hours)

Area B: (15 hours from three or more of the following)

Economics and/or Business

History

Political Science

Psychology

Sociology

Philosophy

Area C: (Six hours from two or more of the following)

Biology

Chemistry

Mathematics

Physical Science

Physics

Area D: (Three hours from one of the following)

Art

Communication Arts

Music

DBC's philosophy is that "the program of General Studies comprises those learning experiences common to all students...." (Dallas Baptist College, 1975). Basically,

these courses are designed essentially to assist the student in understanding and attaining the necessary knowledge to take his place in society. Some of the courses involve concern for emotional, spiritual, physical, and intellectual growth which each student is urged to pursue in his own unique way.

Transfer of Technical/Occupational Credit

A recent development involving the curriculum for new degree programs is the acceptance of technical/occupational credits from community colleges into a bachelor's degree program. Oregon State University has recently authorized its departments to develop agreements with individual community colleges to transfer blocks of technical/occupational credit (maximum of 45 credits) toward a baccalaureate program. In Washington state many of the colleges and universities offering the baccalaureate degree are building curriculums using the first two years of the community college curriculum as a base and adding general education in the last two years. This concept is sometimes called the "inverted curriculum" or the "upside down program."

Warnick (1975), Dean of Education at Moorhead State College, indicated "the college allows each month of a complete program to count as three quarter credits toward a baccalaureate degree up to 72 quarter credits." (p.1) McCarthy, Registrar at Thomas A. Edison College, advised that "credit earned in technical or occupational programs may be used as free electives, but in most cases does not qualify for meeting specific degree requirements." (p.2)

Adelphi University has a policy of evaluating all previous college work for credit including technical/occupational credit. The student must have earned a grade of C or better in each course. The college will accept up to 64 credits, and there is no time limit on the acceptability of previously earned credits. Southern Illinois University makes it possible for a student to receive university credit for occupational education received in junior and/or community colleges and colleges and universities.

Non College Learning Experiences

Non college learning experiences as previously defined by the writer are learning experiences which can be translated to credit and which include such areas as the government, schools, and other special schools involving private industry. The literature indicates that many colleges have given credit based upon knowledge gained in the armed forces through service schools. The 1974 Guide to the Evaluation of Educational Experiences in the Armed Forces is used as a basis for this type of evaluation. Credit for knowledge gained through private industry and private vocational type schools is as well accepted; however, some colleges are beginning to try to evaluate this type of learning experience for credit.

One of the most recent developments is a new project or non-collegiate sponsored instruction. The project is sponsored jointly by the American Council on Education and the New York State Board of Regents. The project represents a new effort to relate non-traditional formal training

to the programs of colleges and universities. For the past five to ten years the evidence has shown that this type of project has been needed because of the increasing number of adult students who have sought academic recognition for knowledge acquired in the educational program of non-collegiate sponsors such as government agencies, labor unions, business corporations, and professional and voluntary associations. Determining credit awards for non-collegiate study is an expensive and difficult procedure for colleges, and efforts are duplicated at institutions throughout the United States. This project should provide a creditable source of information to improve the process (Newsletter, 1975).

Colleges must begin to accept the fact that learning does take place in non-collegiate organizations such as the government, private businesses, and labor unions. Although these entities are not primarily educational, they do have many educational programs (Trivett, 1975). The value of this knowledge can and must be considered as part of the student's learning experience.

Park College in Kansas City has a program which awards credit, including certificates, which are earned from proprietary or non-accredited schools (i.e., nursing or business schools), from in-service training, or from skills acquired in a non-academic setting. A maximum of 24 credits can be granted a student on this basis. The approval of this type of credit comes from the dean of the college upon

the recommendation of a professor in an appropriate discipline with corroboration by a second professor in a related discipline.

North Dakota State University awards credit depending upon how the previous education relates to the student's current educational and life plans. Local trade and technical schools are willing to cooperate in this type of effort because they are interested in continuing opportunities for their exceptional students (North Dakota State University, 1975).

Northern Montana College will allow up to 60 quarter hours for various trade experiences such as those of the machinist, draftsman, carpenter, auto mechanic, plumber, mason, fire service, police service, electrician, and printer. The National Occupational Competency Testing Service in Princeton is used for the trade examination part of the evaluation. For licensed occupations the score on the licensing examination is usually used in lieu of the trade examination (Northern Montana College, 1975).

Kansas City Community College awards credit for non-college instruction. It is done on the basis of certificates verifying completion of a seminar, licensing as a result of a state or national examination, letters from employers regarding attendance at a training program, and reports by supervisors regarding job performance in specialized activities.

Central Michigan University works with various industries in granting credit. They are presently working with

the Chrysler Corporation in the evaluation of different trades. Evergreen State College is also presently evaluating diplomas and certificates for credit.

Moorhead State College translates certificates of meaning according to the number of credits of occupational training that typically lead to passing certification examinations. Examples given were a nurse with a diploma, an approved apprenticeship program, a radio and pilot license, an engineering technician test, and many others. Where no training equivalency exists, the faculty and staff make an assessment (Moorhead State College, 1975).

Marymont College also considers participation in institutes, workshops, conferences, and non-credit courses for credit (Marymont College, 1975).

Adelphi University evaluates all previous education for transfer credit. Where previous study has been under the auspices of business or industry, credit is considered. A requirement that a student must take 30 credits in residence limits transfer and life learning credits to 90 credits (Adelphi University, 1975).

Life and Work Learning Experiences

As previously defined, life and work experiences are learning experiences gained on the job or by any other means which can be successfully translated into credit.

Awarding credit for life and work experience is one of the most controversial issues in non-traditional education. While the awarding of this type of credit is still basically

an experimental concept, credit for work experience has long been a graduation requirement for school teachers, social workers, nurses, doctors, and other individuals in other professions (National Center, 1971). The basic difference in a student who gets his experience in the traditional program and the one who gets his experience throughout life is maturity. This difference can be recognized and built upon rather than disregarded.

Trivett (1975) made the following observations:

> Students who arrive at or return to American colleges and universities after some adult life experience may possess experience or knowledge that is equivalent to some portion of a college degree program. Today many institutions grant academic credit for the learning gained by prior life or work experience. . . . The state of the art for institutional assessment of experiential learning leading to academic credit has to be derived from inventories, surveys, and speculation based on the few published or at least publicly reproduced explanations of institutional practice. Numerous commentators have observed that many decisions to grant credit for life or work experience occur informally, with a slight bending of the rule, rather than with elaborate procedures and formulas. As institutions adopt more formal assessment

practices to award academic credit, care will be required so that the justice of informal procedures is not replaced by unjust bureaucratic methodology (pp. 44, 46).

Meyer (1975) stated, "Prior learning credits, regardless of discipline, pose problems because they are new, are not yet in mass use, and are not standardized or sanctioned by the professional or educational accrediting associations." (p.59)

One college involved in giving credit for experience gained outside the classroom is California State College located in San Bernadino, California. Academic credit is granted to students at CSC for appropriate experiences outside the traditional academic setting including pre-college and summer activities, special absences during college, completion of independent study projects and assigned tasks. Experiences are measured for credit by standardized tests, oral performance, special projects, or other specific means established by each department. Departments are individually responsible for determing the suitability of outside experience. A student must petition his department for credit and determine with a faculty member the relevance of his activity to the subject matter of the department. Occasionally, where an experience crosses disciplines, interdepartmental credit may be given.

Fontbonne College in St. Louis has a program entitled PACE which allows credit for life experience. After

completing three or more courses, a student is eligible to seek credit for any course that the college offers and whose objectives the student feels he has already accomplished through study, work, or other experience. The credit may be awarded through a test, portfolio, letters of recommendation, paper, interview, exhibit, or demonstration.

Shaw University, Raleigh, North Carolina, gives academic recognition for life experiences. The experiences must be properly documented and relevant to the completion of the bachelor's degree. Relevant work experience in which the student is engaged while enrolled in a program of study is also recognized.

The University of the Pacific in Stockton, California, recognizes credit for previous learning experiences. The credit is based upon demonstrable learning gained from such experiences. The responsibility is given to the student to communicate through various means the nature and depth of such learning experiences. Course competency for credit may also be demonstrated by passing examinations prepared by individual faculty members.

Another program involving the validation of work and/or life experience is the Illinois Board of Governors Bachelor of Arts degree. After a careful evaluation of a student's work experience and assessment of various previously learned academic competencies, the amount of credit awarded for life and work is determined.

Sterling College in Kansas has developed procedures for recognizing life and work experiences for credit. Students entering the program after significant post-secondary experiences are allowed credit for these experiences. Credit is granted only for the kinds of experiences that are related to the competency areas in the curriculum and that meet the educational objectives of the competencies. Students must be able to furnish some kind of validation of these experiences, and if possible, some evaluation from persons in a position to comment about the student's experiences (Advising Manual, 1973).

San Francisco State has a program of credit by examination for experiential learning. The major part of the evaluation of life/work experiences is done on an individual conference basis between one student and one faculty member. The student describes briefly what learning he has had in a non-classroom situation and indicates what area (major) he wishes to be assigned to. Students whose experiential learning is in their major academic field are referred to their department for assessment.

The University of Pittsburgh also gives credit for life and work experience through the School of General Studies. Credit is awarded relative to knowledge and competencies demonstrated and is applicable to one of the School of General Studies programs.

A unique program is located at Elizabethtown College in Pennsylvania where the Center for Community Education

evaluates a person's total life experience. If sufficient learning has been obtained to warrant a degree, a program will be outlined for the student to follow in order to achieve an adequate learning background for a degree (Elizabethtown College, 1975).

C. W. Post College will give up to two years of credit for life and work experience. Fordham, requiring 128 credits for a degree, will grant up to 40 credits for life experience (Ricklefs, 1974).

Empire State College indicates that they give credit for prior learning according to the following:

> Prior learning, which may include growth and/or creative experience must be translated into reasonable categories of relevant college-level learning within the framework of a Degree Program. ESC does not grant credit for the "experience" of painting, for running a business, for writing a newspaper, or for working in political processes . . . Credit is granted only towards the completion of the student's approved Degree Program. (p.10)

Ramapo College in New Jersey has a similar policy in evaluating life and work experiences. The years of experience in a particular activity are not in themselves significant. Time is important only where it is accompanied by growth, development, and knowledge. They do not attempt to

accredit places of employment and years of experience; rather, they accredit knowledge gained through traditional college work, technical/occupational work, life/work experiences, or non-college learning experiences of which the person is considered to be competent in the judgment of the college.

Measuring Competency

Park (1975) defined a competency as "a behavior demonstrated in such a way that is acceptable and worthy of value, either to the person involved or to the institution for which that person performs the behavior." (p.3) Bloom (1956) described competencies gained from the world of work as the cognitive domain, the affective domain, and the psychomotor domain. (p.7)

A recent study reveals that new forms of higher education require new means of assessment, primarily, because many innovations use assessment in a new way (Vermilye, 1975). Literature also reveals that over 200 institutions are now using or are seriously considering adapting some form of competency based education. Competency based learning tends to emphasize and clarify instructional goals and also increases the importance of evaluation.

Meyer (1975) seems to believe that committee assessment in determining competencies of students is coming into much greater use than the one-for-one examining technique. (p.168) Many colleges initiate programs with individual faculty and/or staff doing the evaluations without

consulting each other. Another advantage of using the committee approach is that there is usually more than one subject area to be evaluated.

The "narrative" seems to be the single most important piece of information in measuring competencies of students. A narrative, simply described, is a document prepared and written by the student which communicates fully and effectively his analysis of what he has learned. There seems to be no prescribed length for this document.

At Sterling College students must be able to furnish some kind of validation (narrative) of the experiences for which he expects to receive credit. A review of the literature did not reveal a single college that did not require some type of documented evidence before credit was considered.

Procedures for Validating Prior Learning

The most complete guidelines published to date are those that were presented to the May, 1975, meeting of the Cooperative Assessment of Experiential Learning Assembly. (See appendix A) The guidelines which cover every angle, should provide an excellent guide for all concerned.

Loretto Heights College uses a simple procedure for validating prior learning. The student submits the appropriate material as outlined in their guidelines. A committee composed of an advisor and coordinator, along with additional faculty as selected, views the work. The most

important consideration is the significance and depth of learning. The length of the learning experience is also taken into consideration (Loretto Heights, 1975).

Prior learning, whether at another accredited college or from experience, is an ongoing process at Hofstra University. Evaluation consists of (1) identification, (2) documentation, (3) confirmation, and (4) review. After these four steps are completed, appropriate credit is awarded.

Knapp and Sharon (1975) outline the different ways of assessing knowledge as done through performance tests, interview, self-assessment, ratings, product assessment, objective written examinations, assessment centers, and simulations. The assessment center was considered the most expensive approach while all other methods were reasonable depending upon the knowledge to be assessed and the guidelines of the institution doing the assessing.

Aquinas College uses the following procedure to assess life experience credit:

(1) Student must have successfully completed at least one course for three semesters before he is eligible to apply for life experience credit.

(2) A maximum of 30 semester hours may be earned through life experience credit.

(3) A committee evaluates and awards credit (Bennett, 1971).

While this procedure seems to be an uncomplicated process, it does work for them.

Kansas City Community College uses the following procedures.

(1) Credit awarded must be relevant to the educational objectives of the student.

(2) Evaluation is done on an individual basis.

(3) Credit is granted based upon the current academic offerings of the college.

(4) The documentation is considered by a committee normally composed of the Director, Assistant Dean, Registrar, Dean, Dean of Instruction, and the chairman of the department in which the student is seeking credit.

(5) The normal credit granted is not more than 15 hours for life experiences.

(6) In some cases the student may be asked to take additional course work for further validation of credit.

(7) The committee will make the final decision on amount of credit awarded (Student Handbook, 1974).

California State College located in San Bernadino allows six full courses from a selected group of courses. Methods of determining this credit are:

(1) general statement of applicant stating reasons for requesting credit and a full description of all life experiences;

(2) personal interview by a faculty member knowledgeable with the subject in question;

(3) use of exams where credit is in doubt to verify knowledge.

This is a typical procedure.

Dallas Baptist College uses the following procedures for validating prior learning:

(1) The student submits a complete listing of life experiences together with details thereof.

(2) The Director of Admissions and Registrar gives an initial evaluation of the experiences.

(3) This evaluation is forwarded to the director of the program for his approval.

(4) If the director approves, the evaluation is sent to the student's advisor for his approval.

(5) The evaluation is then sent to the Academic Dean for his approval.

(6) The student then works with his advisor to complete his degree plan.

Summary

The emergence of most non-traditional education seems to have evolved for the purpose of giving students greater opportunities and more flexibility in the education system, and for keeping the enrollment of the institution at a viable level. Non-traditional education will soon become traditional if it continues to expand at its present rate and remains successful.

Most programs have a General Studies requirement as the core of the educational experience whether traditional or non-traditional. The basic reason given for keeping a General Studies requirement is that the requirement broadens the student's education, thus helping him be more useful as a citizen.

The acceptance of technical/occupational credit into this type of degree program is implied in some cases, but specific in only a few cases. As this type of program matures in the United States, it is expected that the acceptance of this type of credit will become the rule rather than the exception.

Colleges that consider non-college learning experiences such as certificates and diplomas are struggling to find a way to evaluate such experiences. The only noticeable effort on a national basis in this area is a cooperative agreement with officials in New York in evaluating various industrial schools who have valid learning experiences.

In this area of awarding credit for life and work learning experiences, the Carnegie Corporation of New York awarded a major grant in 1974 to the Educational Testing Service (ETS) in cooperation with nine colleges and universities to develop guidelines and procedures for the assessment of experiential learning. The project, which is entitled Cooperative Assessment of Experiential Learning

(CAEL), is still in progress. Several of these reports have been previously referred to in this paper. Some colleges are beginning to develop their own procedures in this area which have some similar characteristics, but vary widely in specifics.

Colleges have been involved in measuring competencies for a long time. For example, the teacher education program requires the student to practice teach for a certain period of time. By doing this, the student demonstrates his competency through the observation of the supervising teacher. The problem of trying to evaluate an experience the student has had, but which the evaluator has not observed, is tremendous. According to the literature, students are asked in many different ways to demonstrate their competence in a particular subject area.

The procedures for validating prior learning are somewhat similar, but vary greatly in specifics. Some colleges have a simple method (which may be complicated if further investigation takes place) while others have a very detailed complicated method (which may be simpler than it first appears). The basic procedures seem to be:

(1) The student submits a narrative which completely describes his experiences.

(2) A committee composed of approximately three members evaluates these experiences for credit.

(3) The student is awarded credit based upon the recommendation of the committee.

Chapter 3

Design of the Study

Scope of the Study

This is a case study of the structure and value of the Bachelor of Career Arts degree (BCA) including the philosophy of the program and the curriculum design. In the conclusion, recommendations are made in reference to improvements and changes as needed. The study also includes the value of the program to the college and the student, and the structure of the program, including general studies, acceptance of credits, and evaluation of life/work experiences. Basically, the overall program was analyzed in order to make recommendations that will enhance and strengthen the program.

The study, a cross-sectional rather than a longitudinal study, entails the faculty, staff, and students of Dallas Baptist College directly involved in the BCA program.

Description of the Instrument

The study is primarily based upon two questionnaires; a faculty/staff questionnaire, and a student questionnaire. The questionnaires are modifications of instruments used by Medsker and others (1975) in a research report. This report was essentially a study of non-traditional programs in 20 colleges and universities in the United States involving 24,453 students. For the purposes of our study,

each questionnaire was modified by the writer. The modification involved the substitution of the name of the degree program and the deletion and addition of a few questions for the purpose of securing the proper information for the study.

Faculty/staff questionnaire. This instrument was divided into seven sections: background, program features, students, faculty/staff activities, impact, personal data, and comments.

The background section was designed to extract information such as present position, length of time in the BCA program, previous employment, educational experiences, academic department, and reason for involvement in the BCA program. Opinions on program features requested the comparison of the BCA program with other college programs, analysis of problems, the effectiveness of the program, and impressions other colleagues had about the program. Questions on methodology, workload, involvement, counseling, and granting credit for life/work experiences were also included.

Under the student section of the faculty questionnaire a comparison was requested between students in the BCA program and students in other programs. This part of the questionnaire also requested an opinion as to the frequency of certain problems incurred by students in the program. The faculty/staff activities section requested information such as student load and average time spent with students.

In order to determine the impact of the program upon the faculty and staff, questions were included which related to changes in interests and attitudes as a result of involvement in this type of non-traditional program. They were also asked about their continued association with the program and their personal feelings about participation in the program. The questionnaire requested personal data such as sex, age, academic rank, highest level of education attained, and most advanced field of study. At the end of the questionnaire, space was provided for additional comments about the overall program.

Student questionnaire. This instrument was divided into eight sections: general background, employment, educational background, attraction to the program, status in the program, program features, personal traits, and comments.

The background involved information on sex, age, marital status, and racial/ethnic background. The employment section gleaned information such as present employment, armed services experience, and income.

The educational background section extracted information about the highest level of and the number of different institutions attended. Of paramount importance was the section on "attractions to the program." How the student initially learned about the program and the main attractions of the program were two of the significant questions.

Under the status section of the questionnaire, the students were to indicate when they entered the program; and if they were not currently enrolled, why they were not enrolled. They were also asked whether they planned to pursue a graduate degree.

The section on specific features related to the program was the most detailed and the longest part of this particular questionnaire. Educational objectives and their importance as related to the overall goals of the student were stressed. Questions on the most recent experiences in the program and their general rating of the program were requested. Students also had an opportunity to give their opinions on the various instructional modes including methods of teaching used in the program.

Under the section of program features, an opportunity was given to react to the transfer of credit and credit received for life/work experience. Convenience of class location, availability of counseling, flexible scheduling, and curriculum were also included in this section. Students were given an opportunity to state whether they had difficulty studying, difficulty in meeting payments on tuition, and whether they had developed an interest in doing graduate work.

The section on personal traits required the student to rate himself on certain items as compared with the average person of his own age. Some of these traits were academic,

leadership, mathematical, and writing ability. Others were drive to achieve, independence, interpersonal skills, persistence, self-confidence, and self-motivation. The questionnaire also gave the student an opportunity to make personal comments in the space provided at the end of the questionnaire.

Population and Sample

The total enrollment in all programs at Dallas Baptist College for the fall semester of 1975 was 1,268. To date, 118 students have been accepted and enrolled in the BCA program. This figure also includes nine graduates. A questionnaire was mailed and/or administered to all 118 students and a concerted effort was made to secure total participation of the population.

The faculty/staff questionnaire was administered on an individual basis and returned to the writer as it was completed. All 12 faculty and staff directly associated with the program returned the questionnaire.

Procedure for Collecting Data

The very nature of this problem requires that only those faculty, staff, and students directly involved in the program would be included in the study. After having made this decision, the two questionnaires were administered as described in the following paragraphs.

The faculty/staff questionnaire was personally handed to each faculty and staff member by the writer with an

explanation as to the purpose of the study and instructions in reference to the completion of the questionnaire. As each questionnaire was completed, the form was personally returned to the writer and was placed in an envelope until processing could take place. An example of the faculty/staff questionnaire appears in appendix B.

The student questionnaire was handled in the following manner. Of the 118 students admitted and/or enrolled in the program, nine were graduates, 50 were presently enrolled in a variety of subjects, and 55 were enrolled collectively in at least one course. Of the total number, four were not currently enrolled.

The decision was made to mail the questionnaire in October 1975 to the nine graduates and the 50 students who were enrolled in various courses, including the four that were not currently enrolled. Along with the questionnaire, the student was sent a letter of explanation from the writer, and a self-addressed stamped envelope was provided for the return of the completed questionnaire. The student did not have to sign his name after completing the questionnaire. The questionnaire was administered during the month of October 1975 in mass to the 55 students who were collectively enrolled in the same class. The purpose of the questionnaire was explained to the students and they were urged to make a concerted effort to answer all questions. Once all of the students had completed the

questionnaire, the forms were collected and placed in an envelope until processing could take place. An example of the student questionnaire appears in appendix C.

Chapter 4

Analysis of the Data

Introduction

Two questionnaires (appendix B and C) were used as a basis for this study, one a student questionnaire and the other a faculty/staff questionnaire. These questionnaires were described in Chapter three.

All students, including those who have graduated and those who have been previously enrolled or presently enrolled in the program, were given an opportunity to complete the questionnaire. A total of 118 questionnaires were issued, of which 96 were received by the writer for an 81 per cent return. A total of 12 faculty and staff directly involved in the program were given an opportunity to complete the faculty and staff questionnaire of which 100 per cent were completed and returned to the writer.

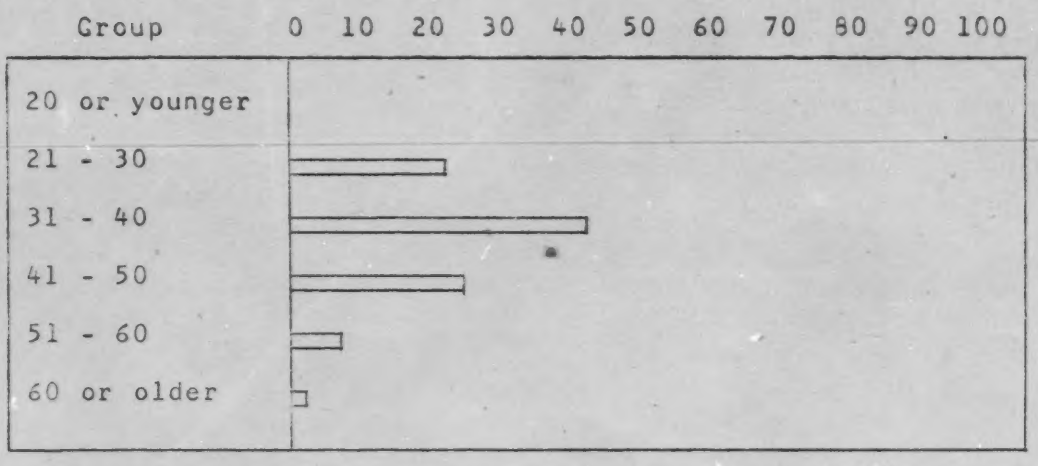
Students in the Program

General background. The distribution of students by sex in the program was 73 per cent male and 27 per cent female. This compares with 54 per cent male and 46 per cent female which is the overall distribution for the fall semester of 1975 as documented in the Registrar's Office.

The age distribution of the students may be seen in Figure 1. The largest group is in the 31 to 40 age bracket and the smallest group is in the 60 or older age bracket. Obviously, because of the nature of the BCA program, there were no students in the 20 or younger age group.

Figure 1

*Current Age of Students at Dallas Baptist College in the BCA Degree Program by Groups, in Percentages (N=96)



*Mean age = 37.4 years (determined from official records in the Registrar's Office)

It is no surprise that the vast majority of the students were Caucasian, which is in keeping with the ethnic distribution of students in other programs at Dallas Baptist College. Caucasians represented 86 per cent, Blacks, 11 per cent, and Chicanos, 3 per cent. Official statistics from the Registrar's Office indicated that, for the fall semester of 1975, there were 80.4 per cent Caucasians, 12.4 per cent Blacks, and 5.2 per cent Chicanos.

Employment. Given the age of the students, it is not surprising that the majority of the students were married. In fact, 89 per cent were married, 7 per cent were divorced or separated, and only 4 per cent were single. Neither

was it surprising that 95 per cent were presently employed. Only 5 per cent indicated that they were not employed at the time the questionnaire was completed. Of the 95 per cent, 67 per cent indicated that they worked from 40 to 49 hours per week, 17 per cent worked from 50 to 59 hours per week, and most of the remaining worked less than 40 hours per week. Fifty-eight per cent were employed by a private employer, 35 per cent were employed by either the federal, state, or local government, and 7 per cent were self employed. Sixty-four per cent indicated that they had served on active duty in the armed services of the United States.

Figure 2

Current Income Per Year of Students at Dallas Baptist College in the BCA Degree Program by Groups, in Percentages (N=96)

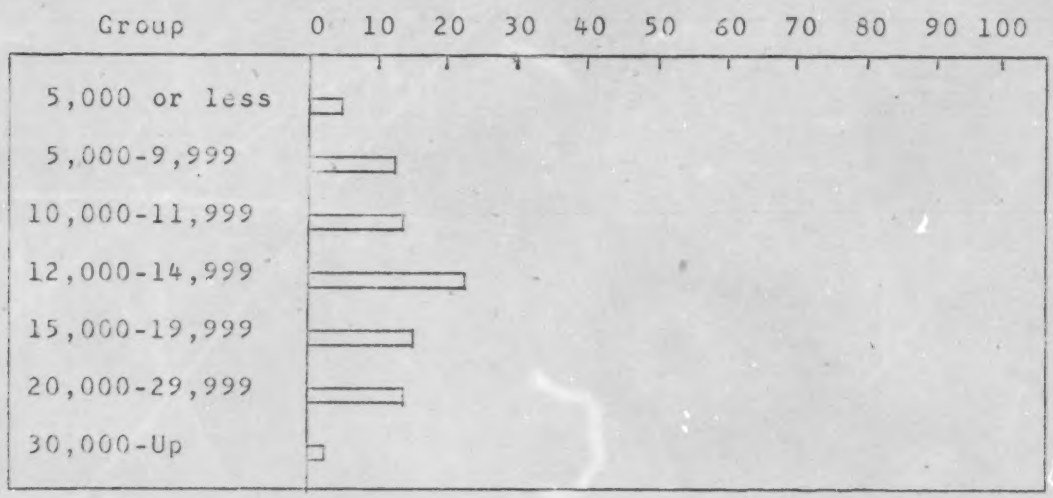


Figure 2 indicates the income of the students by groups. The income of the largest group (26 per cent) had an income of $12,000 to $14,000 per year. The smallest group (2 per cent) had an income of $30,000 and up. It is very significant and yet understandable that 65 per cent had an income of $12,000 or more per year. Age and experience were the greatest influences in this area.

Table 1

Previous Study for Credit of Students Enrolled in the BCA Degree Program at Dallas Baptist College, in Percentages (N=96)

Previous Study	Studied for Any Type of Credit	Studied for College Credit Only
Within past year	52	51
Between 1-3 years ago	11	10
Between 4-8 years ago	19	21
Between 9-12 years ago	5	3
More than 13 years ago	13	15

Educational background. The level of education also has an influence on the salary level. Whereas 45 per cent had attained high school education or the equivalent, 55 per cent had some type of educational experience beyond high school. Table 1, which indicates when the students

in the BCA program last studied for credit, reveals that over 50 per cent studied for credit "within the past year" and that most of this group studied for college credit.

A well known and established trend in post-secondary education in the United States is the increased number of student transfers from institution to institution (Wade, 1970). Statistics from this questionnaire verify this trend. Whereas only 8 per cent of the students in the program had attended one institution, 92 per cent indicated that they had previously been enrolled for credit in two or more institutions, and 58 per cent had been enrolled in three or more institutions. Twenty-seven per cent had at one time been enrolled in four or more different institutions.

Attraction to the program. The public relations department of the college uses the familiar channels of advertising to reach potential students: brochures, radio, television, newspapers, special letters to target groups, visits to local interest groups, posters, and other visual and mass media techniques. Student survey responses revealed that students learned about the program in the following ways: 27 per cent from the faculty or staff at Dallas Baptist College, 21 per cent from a friend enrolled in the program, 21 per cent from mass media (T.V., radio, newspaper), 13 per cent from a faculty or staff member at another college, and the remainder through miscellaneous ways. Therefore, a majority of the students initially

found out about the program through personal contacts of friends, faculty, and staff rather than through mass media.

Educational planners should always be concerned with the question of how people become sufficiently interested in a particular program to enroll. On one hand, new programs must be developed; but on the other hand, the program must be sound and attractive to students. Otherwise, the program will not last.

As shown in Table 2, students rated the opportunity to earn credit for prior life/work experience, flexibility of the program, the opportunity to transfer technical/occupational courses for credit, and the satisfaction of earning a degree as the main attractions to the program. (Also see Table 3) Items considered not important were the employer's desire for the employee to continue his education and the availability of financial aid. Also, because of many other post-secondary institutions in the Dallas area, the students did not consider the BCA program as the only option to them. In Table 2, the students were asked to rate the single most important attraction. Self satisfaction in earning a bachelor's degree was rated the most important attraction whereas the opportunity to earn credit for prior life/work experience was the second most important attraction. This is understandable since the student first had to have the initiative to enroll in the program.

Table 2

Important Attractions of the Students a
Baptist College to the BCA Degree Pro
in Percentages (N=96)

Attractions	Very
Opportunity to earn credit for prior life/work experience	80
Thought it was an easy way to get a degree	6
My employer wanted me to go	9
Opportunity for part-time study	30
Flexibility of the program (scheduling, self-pacing)	72
Availability of financial aid	12
The good reputation of the program	28
The independence allowed	47
It was the only program available to me	6
Opportunity to transfer technical/occupational courses for credit toward a degree	71
The type of institution (private, Southern Baptist)	23
Self satisfaction in earning a bachelor's degree	80

*In a separate question, students were asked to indicate that was most important to them.

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gram,

Importance		
Somewhat	Not	*Most
15	5	30
40	54	1
15	76	0
34	36	1
21	7	5
14	74	0
40	32	0
35	18	0
10	84	0
8	21	11
27	50	0
14	6	52

the one attraction

Status in the program. As previously indicated, this program has been in operation less than two years, therefore it is understandable that the survey revealed that slightly less than 50 per cent were new students. It also revealed an attrition rate of only 3.4 per cent as compared to an average attrition rate of approximately 25 per cent in all programs in the fall of 1975 at the college. Seventy-five per cent of those that dropped out of the program indicated a conflict with job responsibilities. Also, as expected, well over half of the students were part time students taking less than the normal 12 credit hour load.

Program features. Several questions related to educational objectives were included in order to learn more about what motivated the students to enroll in the program.

Table 3 again verifies that, by far, the top educational objective was the satisfaction of earning a degree. Running a poor second was "to improve my chances of increasing my income." Thus, it appears that the primary motive of most of the students in this program was to satisfy a personal desire for a college education.

In response to the question "To what extent has the program met your most important objective," 41 per cent indicated "completely" whereas 22 per cent indicated "somewhat." The remainder indicated that they were too new in the program to respond. Significantly, no student indicated that the program was not meeting his objective.

Table 3

Importance of Educational Objectives Influencing Students to Enroll in the BCA Degree Program at Dallas Baptist College, in Percentages (N=96)

	Importance			
Objectives	Very	Somewhat	Not	*Most
Would help me to get a promotion in my present job	25	30	45	4
To develop a new career	34	25	41	16
Self satisfaction in earning a bachelor's degree	83	13	4	58
To improve my chances of increasing my income	44	30	26	9
To increase my appreciation of art, music, literature, and other cultural experiences	16	51	33	2
To develop an understanding and appreciation of science and technology	18	46	36	0

*In a separate question, students were asked to indicate the one objective that was the most important to them (11 per cent listed other reasons).

In a series of questions relative to difficulty of courses, course load, quality of instruction, and the efficiency of the administrative staff, the response was positive and very satisfying when viewed in relationship to "academic standards." For example, 99 per cent of the students indicated that their studies had been "interesting" to "extremely interesting," whereas 100 per cent indicated that their studies had been medium to heavy. Sixty-five per cent indicated that their studies had been "fairly difficult" to "very difficult" whereas 95 per cent rated the quality of instruction from "good" to "excellent."

In a separate question, students were asked to rate their peers in the program. It is interesting to note that 97 per cent rated their fellow students "average" to "bright."

Of extreme importance was a question asking the students to rate the effectiveness of the administrative staff. In this regard, 97 per cent rated the staff from "adequate" to "efficient and responsive to student needs." Only 3 per cent rated the staff inadequate.

In another series of questions, the students were asked to rate the BCA seminar, a special course all BCA students are required to take, and to give an overall rating of the program. The seminar was rated "adequate to efficient" by 65 per cent and in comparison to other formal educational experiences, the seminar was rated "above average" to "superior" by 71 per cent of the students. The

Table 4

Student Satisfaction With Vari
in the BCA Degree Program at
and Whether Wanted or Not,

Instructional Modes	Have Am Satisfie
Small classes with instructor led discussions	74
Lecture classes	76
Classes at another college while in the program	16
Independent study or tutorial	42
Seminars, student led discussion groups	46
Programmed instruction, learning modules	52
Films	31
Video or audio cassettes, records, or other needs	60
Course of study involving community experiences, internships	16
Laboratory courses	14

*In a separate question students were asked to indicate the

**In a separate question students were asked to indicate the
to them.

ous Instructional Modes

Dallas Baptist College

in Percentages (N=96)

Had and Am Not Satisfied	Have Not Had and Wanted	Not Wanted	*Major Mode of Instruction	**Mode Most Satisfying
4	17	5	43	49
10	2	12	39	27
1	12	71	0	0
4	9	45	4	5
4	12	38	10	11
4	11	33	2	3
1	32	36	0	0
16	8	16	1	4
1	26	57	1	1
0	19	67	0	0

major mode of instruction they have had in the program.

one mode of instruction which had been most satisfying

overall evaluation of the BCA program was rated "above average" to "superior" by 84 per cent of the students, whereas no student rated the program "below average."

Instructional modes or educational delivery systems are the vehicles used to provide the learner with his course content. Thus, it is important to find out which system is best for the students in this program. Table 4 reveals that more than three-fourths indicated small classes with the instructor using the lecture method as a most satisfying situation.

Table 5

Credit Earned by Students at Dallas Baptist College Before Entering the BCA Degree Program (N=96)

Type of Credit	Percentage of Students Earning Credit	Average Number of Credit Hours Earned
College transfer and other credit	93	61
CLEP subject examinations	7	8
Life/work experience credit	86	27

Table 6

Extent to Which Each BCA Degree Program Feature Met Student Needs at Dallas Baptist College, in Percentages (N=96)

	Extent to Wh	
	Much	Some
Convenient location for classes or seminars	40	38
Availability of academic counseling	37	55
Availability of personal counseling	19	39
Availability of vocational vounseling	13	25
Flexible scheduling	44	37
Personal encouragement by faculty	42	40
Flexibility in curriculum	52	38
Orientation program to prepare me for study	17	25
Availability of library resources	54	32
Interaction with other students	29	51
Financial aid from program	8	8
Availability of faculty	32	49
Total independence in selecting my own topics of study	20	45

ich Needs Were Met	
Not at All	Did Not Need
18	4
2	6
8	34
11	52
5	14
6	12
3	7
11	47
4	10
8	12
10	74
8	11
13	22

Traditionally, Dallas Baptist College has accepted most of the transcript credit earned in other accredited institutions of higher education with the exception of credit in technical/occupational courses. However, with the establishment of the BCA program, credits in technical/occupational courses are accepted along with traditional credit. As previously mentioned in Chapter 2, life/work experiences are evaluated for up to 30 hours credit.

As indicated in Table 5, a very high percentage of the students transferred credit and/or received a substantial amount of credit for life/work experience.

In the survey the students were asked to list other ways in which the program had met their needs. As revealed in Table 6, the columns entitled "much" and "some" added together were considered "need met." Students indicated that their needs were overwhelmingly met in such areas as convenient location of classes, availability of academic counseling, flexible scheduling, personal encouragement by faculty, flexibility of curriculum, availability of library sources, interaction with other students, and availability of faculty. Two programs not needed were vocational counseling and student financial aid.

Students were asked to indicate whether they had experienced certain problems or changes while enrolled in the program. Their responses are shown in Table 7.

Table 7

Various Experiences of the Students at Dallas Ba
College While Enrolled in the BCA Degree
Program, in Percentages (N=96)

Experience	Ha
Had difficulty getting used to studying	
Found my work experience helped me to be a better student	
Had difficulty fitting my studies or courses into my schedule	
Had no quiet place to study	
Developed an interest in doing post-graduate work	
Found that my life was changed drastically	
Had difficulty meeting payments for tuition or other expenses	
Had difficulty completing some of my studies	
Had difficulty adjusting to the modes of instruction	
Felt that I was placed too much on my own	
Had trouble getting started	
Had to wait too long between applying and actually beginning my studies	
Had difficulty getting books and other materials	
Developed problems with my family	
Found my career plans changing	
Worked closely with the faculty	

ptist

ve Had This Experience	Have Not Had This Experience
33	67
77	23
47	53
25	75
68	32
31	69
22	78
46	54
23	77
8	92
31	69
6	94
17	83
6	94
22	78
45	55

Table 7 reveals that over three-fourths of the students found that their work experience helped them to be better students, whereas over two-thirds developed an interest in doing post-graduate work. The overall information in this table indicates that the students were very stable and mature in their thinking.

Although it is expected that adult students should be able to finance their education without extra help, a question was included to validate this concept. As expected, Table 8 shows that the two main methods the students are using to finance their education are present earnings and G.I. benefits. Only 8 per cent indicated that they were using scholarships or grants, and 5 per cent indicated that they were using a state or federal loan program. In a separate question, when students were asked to select "one major source" of financing, they again indicated earnings from present employment and G.I. benefits.

The fact that 95 per cent of the students are employed raised the question of how the employer was encouraging or discouraging the students in the program. The survey revealed that over two-thirds were not given time off to attend classes. The remainder were given time off in some cases, with pay, and in other cases,without pay.

Table 9 reveals that over three-fourths of the students experienced additional expenses for books, materials, and travel. Very few suffered loss of overtime pay or

Table 8

Methods Used by Students at Dallas Baptist College to Finance Their Studies in the BCA Degree Program, in Percentages (N=96)

Method	Used	Did Not Use	*Major Source
Earnings from own work	78	22	38
Earnings of spouse	23	77	3
Savings	25	75	4
Income from parents or relatives	4	96	2
G.I. benefits from military service	39	61	35
Other government agency support	1	99	1
Private employer support	22	78	11
Scholarships or grants (EOG, LEEP, etc.)	8	92	1
State or federal loan program (NDSL, TOP, etc.)	5	95	4
Bank loans	0	100	0

*In a separate question, students were asked to indicate their one major source of financing. One per cent listed other sources.

worked fewer hours. This indicates that the classes were scheduled at the most convenient times for the students.

Table 9

Expense Incurred by Students Enrolled in the BCA Degree Program at Dallas Baptist College in Addition to Tuition and Fees, in Percentages (N=96)

Expense	Incurred Expense	Did Not Incur Expense
Loss of overtime pay	13	87
Stopped working or worked less time	11	89
Cost of baby sitters or other help	8	92
Cost of books and materials	76	24
Travel	68	32
Food or lodging away from home	13	87

In any program, the support services such as the bookstore, admissions and registrar's office, and the business office, are important in meeting the students' needs. Although these services cannot be economically open much more than the normal daytime hours, they should be open at a specific time at the beginning of each semester to accommodate

the part time student. When asked "to what extent these support services met your needs," 93 per cent indicated a satisfactory response. A few indicated that they were too new to respond, and a few indicated that their needs were not met.

Personal traits. In the questionnaire, students were asked to rate themselves on several traits in comparison with the average person of their own age. As revealed in Table 10, a great majority of the students rated themselves above average or higher in drive to achieve, independence, persistence, self confidence, and self motivation. A few rated themselves below average in mathematical and writing ability.

Comments. Finally, the students were invited to comment generally about their experiences in the program. Forty per cent of those completing the questionnaire made comments. The tenor of the comments was basically the same as what the student had already implied in the body of the questionnaire, which was that of a very positive attitude toward the program, its purposes, design, and structure.

Faculty and Staff in the Program

General background. The basic philosophy of the college in establishing the BCA program relative to faculty and staff was that new courses would not be added with the exception of an evaluation seminar, and faculty or staff were not to be added until the student load demanded additional employees. This has been the case to date.

Table 10

Students Enrolled in the BCA Degree Program at Dallas Baptist College Self Rating in Certain Traits Compared to a Person of His Own Age, in Percentages (N=96)

Trait	Highest 10 Percent	Above Average	Average	Below Average	Lowest 10 Percent
Academic ability	8	43	49	0	0
Drive to achieve	26	55	19	0	0
Independence	32	51	16	0	1
Interpersonal skills	17	37	44	1	1
Leadership ability	22	41	33	4	0
Mathematical ability	6	19	53	16	6
Persistence	28	52	18	2	0
Self-confidence	31	36	25	6	2
Self-motivation	27	52	17	4	0
Writing ability	13	21	44	20	2

The survey revealed that 75 per cent of the faculty and staff involved in the program classified themselves as instructors, 25 per cent as administrators, and 8 per cent classified themselves as "other." Although the BCA program has been admitting students for less than two years, the survey revealed that two-thirds of the faculty and staff had been associated with the program for more than two years. This can be attributed to the fact that most of those presently involved were initially selected from the present faculty in the spring of 1973 to initiate the program.

In a question related to other employment, the survey revealed that 92 per cent were employed only at Dallas Baptist College. In another question the survey revealed that every academic division (humanities, religion, behaviorial sciences, science and mathematics, and the arts) with the exception of the division of nursing was represented.

As shown in Table 11, three-fourths of the faculty/staff involved in the program have five or more years of teaching experience in a four year college or university. A small per cent have had experience in a community college, elementary or secondary school, and industry. This variety of teaching experience would seem to enhance the operation of the BCA program.

Table 11

Years of Teaching Experience of the Faculty and Staff at Dallas Baptist College Associated With the BCA Degree Program in Various Types of Institutions, in Percentages (N=12)

	Years of Experience					
Type of Institution	None	1	2-4	5-10	11-20	Over 20
Four year college or university	0	0	25	33	42	0
Community college	68	8	8	8	8	0
Elementary or secondary school	92	0	0	0	8	0
Business, industry, or community agency	68	8	8	8	8	0

Faculty and staff associated with the program have been involved in a variety of other types of educational activities and programs as shown in Table 12. One notable statistic is that three-fourths have been involved in the development of programmed tests, curriculum packages, and media. This is not surprising since Dallas Baptist College has a media center which is one of the largest of its kind in the United States. The center has a capacity of approximately 20 video and 40 audio channels which can be received

by 714 study carrels, all equipped with video and audio receivers. Most of the faculty and staff at the college have been involved in this type of activity.

Table 12

Faculty/Staff Participation in Certain Educational Activities or Programs Exclusive of the BCA Degree Program at Dallas Baptist College, in Percentages (N=12)

	Participated	
Educational/Program Activities	Yes	No
Extension or continuing education program at the college	50	50
Evening or adult education program at the secondary level	25	75
Innovative or experimental program for undergraduates	58	42
Development of special learning materials (programmed texts, curriculum packages, media)	75	25
Non-credit courses at educational centers, training programs, or workshops	42	58

Interestingly enough, as shown in Table 13, the top factors which influenced faculty and staff to be involved

Table 13

Importance of Factors for Faculty/Staff Participation in the BCA Degree Program at Dallas Baptist College, in Percentages (*N=12)

Factors	Importance		
	Very	Somewhat	Not
General reputation of the program	8	25	50
Previous experience with this type of program	8	17	58
Chance to participate in a new venture	50	17	17
Salary or other compensation	8	8	67
Curricular focus (e.g., inter-disciplinary study)	50	17	17
Academic quality of students in the program	25	42	17
Nature of the academic program (flexible, location, scheduling, etc.)	33	33	17
Chance to work with adult students	33	42	8
Status of the program	17	33	33
Opportunity to work with students who are practicing professionals in my field	8	17	58

*17 per cent did not answer question

Table 14

Faculty/Staff Comparison of Instructional Features in the BCA Degree Program at Dallas Baptist College With Regular College or University Programs, in Percentages (*N=12)

Instructional Features	More	Same	Less
Level of difficulty or rigor	17	58	8
Faculty workload	17	58	8
Student workload	8	67	8
Rigor with which students are evaluated	33	42	8
Opportunity afforded students for subject area concentration	25	58	0
Quantity of paperwork for faculty or staff	42	33	8
Amount of reading expected of students	25	58	0
Amount of writing expected of students	25	58	0
Amount of oral presentation expected of students	25	58	0
Amount of library work expected of students	17	50	17

*17 per cent did not answer question

in this program were a chance to participate in a new venture and the curricular focus. This is not surprising because of the newness of the college and the adventuresome attitude of some of the faculty.

Program features. One of the key questions concerned the faculty and staff comparison of the BCA program with other college or university programs. As shown in Table 14, the program received an overwhelming rating in all instructional features listed. This attitude is greatly improved compared to the initial skepticism when the program was proposed and in its developmental stage.

Sometimes non-traditional degree programs tend to encounter certain problems. In an effort to find cut how serious some of these problems may be, the faculty and staff were asked to give their opinions as shown in Table 15. At least one-half indicated that there was somewhat of a problem to a serious problem on every item listed. "Assessment of developmental experiences" seems to be the greatest concern. This is as expected because of the newness of the procedure at Dallas Baptist College.

Another key question in the survey was "How effective has the BCA committee been in overall policy making for the program?" To this question, all faculty and staff indicated "effective" to "very effective." This is significant when you consider the fact that faculties are generally critical when it comes to the administration of degree programs, especially new programs.

Table 15

Faculty/Staff Opinion of Problems That Could Be Encountered in the BCA Degree Program at Dallas Baptist College, in Percentages (N=12)

Problems	Not a Problem	Somewhat of a Problem	A Serious Problem
Conflicting demands on faculty time	25	67	8
General coordination and administration of the program	25	50	25
Availability of support services (duplicating, secretarial)	50	50	0
Assessment of developmental experiences	33	25	42
Selection of qualified instructors/counselors	17	83	0
Academic control over the program	50	50	0

As revealed in Table 16, most faculty and staff in the BCA program did not believe that their colleagues wanted to participate in the program. They also agree that participation in the BCA program should be considered an in-load

Table 16

Faculty/Staff Opinion About Certain Stat
the BCA Degree Program at Dallas Bap
in Percentages (N=12)

Statement	Strongly Agree	Agree
Most of my colleagues would like to participate in the BCA program	0	17
Participation in the BCA program should be considered an in-load activity	42	58
The workload in this program makes it difficult for me to find time for research or other professional activities	8	25
The BCA program is reaching the students it was originally designed to reach	42	42
Too much of the BCA program has been directed to select audiences	0	17
The BCA program provides an education for its students that they would not otherwise be able to receive	67	33
Too much of my contact with students involves procedural and administrative concerns, rather than intellectual, educational matters	0	25

ements Involving
tist College,

Disagree	Strongly Disagree	Undecided
50	33	0
0	0	0
33	17	17
8	8	0
50	17	17
0	0	0
33	17	25

activity and that the program is providing an education for certain students that they would not otherwise be able to receive.

While the survey has already revealed certain questions that must be dealt with, the faculty and staff presently associated with the program believe that the students will be able to handle effectively advanced level courses. This fact is verified in Table 19.

When asked "Do you think that the methodology used in the BCA program could be extended to other undergraduate degree programs," 58 per cent gave a positive answer. Of this number, all of them indicated that the same methodology could be applied to all academic divisions.

Survey data from Table 17 provides evidence indicating that most of the faculty was satisfied with their workload and involvement in decision making. However, a large number were not satisfied with salary or other compensation received.

The survey revealed that a majority of the faculty and staff believed that the BCA program was meeting the educational counseling needs of the students. However, when asked if certain provisions would improve the services, the answers were varied. A majority indicated that a program was needed to train educational staff. Two-thirds indicated that a better orientation program was needed for students and more educational counseling needed to be done by the

administrative staff. Two-thirds indicated that the workload of the academic staff need not be reduced in order to have more time to do educational counseling.

Table 17

Satisfaction of the Faculty/Staff Involved in the BCA Degree Program at Dallas Baptist College, in Percentages (N=12)

Aspects of Involvement	Very Satisfied	Satisfied	Not Satisfied	Not Applicable
Workload	17	58	8	17
Involvement in decisions about curriculum and degree requirements	33	50	0	17
Involvement in other administrative decisions	25	50	8	17
Salary or other compensation	0	33	50	17

Table 18

Faculty/Staff Opinion About Certain Criteria Used in Granting Credit for Life/Work Experience in the BCA Degree Program at Dallas Baptist College, in Percentages (N=12)

	Importance		
Criteria	Very	Somewhat	Not
Applicability of developmental experience to student's current educational objectives	75	25	0
Ability of student to document learning derived from developmental experience	83	17	0
Age of student	25	42	33
Occupational status of student	50	33	17
Activity related to an occupation	42	50	8
Activity not related to an occupation (volunteer and community work, hobby, etc.)	8	42	50
Quality of activity (level of competence, responsibility, etc.)	83	17	0

As indicated in Table 5 in this chapter, the students have had a variety of formal and informal educational

experiences since leaving high school. Some of the differences result from a greater exposure to life/work experiences and many also have gained varying amounts of college credit. As indicated in Table 18, 83 per cent believed that credit awarded for life/work experience should be awarded on the basis of the student's ability to document any learning derived from developmental experience and on the basis of the quality of the activity. Three-fourths indicated that the experience should be applicable to the student's educational objective. The Dean, the Registrar, the director of the BCA program, and the faculty advisor together form the evaluation committee at Dallas Baptist College. Because of this fact, only one-half of the faculty and staff have been involved in assessing the student's life/work experiences for credit.

Table 19

A Comparison of Certain Characteristics by the Faculty/Staff of BCA Degree Students With Students in Other Traditional Degree Programs at Dallas Baptist College, in Percentages (*N=12)

Characteristics	Higher	Same	Lower
Academic ability	75	17	0
Drive to achieve	83	9	0
Independence	83	9	0

Table 19 (continued)

Characteristics	Higher	Same	Lower
Interpersonal skills	75	17	0
Leadership ability	92	0	0
Mathematical ability	42	50	0
Persistence	83	9	0
Self-confidence	92	0	0
Self-motivation	92	0	0
Writing ability	58	34	0

*8 per cent did not answer question

One of the key questions in the survey asked the faculty and staff to compare the BCA students with other students at the college on certain characteristics. Table 19 revealed that the students were rated the same or higher in every category by a large number of faculty and staff. This essentially substantiates the data in Table 10 where the students rated themselves.

The survey, as revealed in Table 20, indicated that very few of the students had any significant problem with those that were listed. Interference from home and job responsibilities, anxiety about what is expected of them, and deficiencies in verbal skills were notable. However, as a whole, the students were given a fairly good rating.

Table 20

Faculty/Staff Opinion About Occurr
Problems Students May Have While Er
Degree Program at Dallas Bapt
in Percentages (*N=

Problem	Frequent
Anxiety about what is expected of them	17
Trouble improving weak skills or filling in deficiencies	17
Interference from home and job responsibilities	8
Inadequate study habits	8
Trouble finding a place to study	0
Not having anyone to talk to about their studies	8
Reluctance to consult with faculty counselor	0
Loss of motivation or drive before the end of the area study	0
Deficiency in reading skills	0
Deficiency in verbal skills	0
Difficulty in adjusting to the program	0
Too much dependence on faculty/counselor	0

*8 per cent did not answer question

ence of Certain
rolled in the BCA
st College,
2)

Occurrence		
y	Sometimes	Hardly Ever
	58	17
	50	25
	83	0
	42	42
	25	67
	50	33
	17	75
	17	75
	42	50
	58	33
	33	58
	25	67

Table 21

The Occurrence of Faculty/Staff Contact With BCA Degree Students at Dallas Baptist College, in Percentages (N=12)

Occurrence	Face to Face Meetings	Telephone Conversations	Correspond-ence
More often than once a week	17	17	8
About once a week	25	8	8
About once every two weeks	8	0	8
About once a month	8	8	8
Less than once a month	34	59	42
No contact	8	8	25

Faculty/staff activities. When asked to reveal their counseling load, the faculty and staff indicated an average load of 17 BCA students per individual. Since the average is basically the same as the overall student teacher ratio at the college this fall (1975), it was considered to be

normal. A majority of those completing the survey were satisfied with the amount of contact with students.

As to the type of contact, the respondents were asked to indicate the frequency with which they were in contact on the average with their students during the last six months, excluding classes. As revealed in Table 21, a majority of faculty and staff had face-to-face contact at least once a month or more.

A question was designed to determine the amount of time spent on BCA activities by the faculty and staff for the past six months. Analysis of the replies revealed that approximately three hours per week were spent on the BCA program and related activities. Of this time, 26 per cent was devoted to counseling, 18 per cent to assessment and student evaluation, 20 per cent to program and curriculum development, and the remainder on miscellaneous program related work.

Impact. The establishment of the BCA program has had little effect upon the traditional programs at Dallas Baptist College. However, as indicated in Table 22, most of the impact has been upon individual staff and faculty. Some of the most notable changes were increased interest in working with older students and with students who are studying independently. Other points where faculty and staff showed an increased interest were non-traditional modes of learning, interest in new methods of teaching, and interest in interdisciplinary work.

Table 22

Changes in Interests and Attitudes of
at Dallas Baptist College as a Result of
in the BCA Degree Program, in Percent

Interests and Attitudes	Changes M
Interest in working with older students	
Interest in working with students who are studying independently	
Skepticism about the credibility of programs such as this one	
Interest in non-traditional modes of learning	
Concern about the amount of faculty and staff time necessary for the successful conduct of the program	
Interest in new methods for teaching my discipline	
Interest in preparing or helping to prepare materials for new program options or alternatives	
Interest in interdisciplinary work	
Interest in working with forms of instructional media I haven't used before	
Skepticism about the interdisciplinary curriculum	

*8 per cent did not answer question

Faculty/Staff
Participation
ages (*N=12)

Since Beginning My Participation in This Program			
ore Now	About the Same	Less Now	Not Applicable
42	42	0	8
42	42	0	8
0	8	67	17
50	26	8	8
42	25	25	0
42	33	0	17
34	50	0	8
42	42	0	8
34	50	0	8
0	33	33	26

One notable change in attitude was the change of mind about the credibility of the BCA program. As previously mentioned, many faculty were reluctant to give approval to this type of program, feeling that it would not be academically sound as compared to the traditional program. However, as shown in Table 22, 67 per cent were of the opinion that there was less skepticism about the program now than when the program was initially begun. This point is extremely significant because any program in a small college like Dallas Baptist College must eventually have the general acceptance of faculty, staff, and administration in order for the program to survive over a long period of time.

The survey revealed that 92 per cent of the faculty and staff felt that the BCA program was not attracting many students away from the traditional programs. This opinion was verified by the Registrar's Office which revealed that only three students had switched from the traditional program to the BCA program. Each of these students had the proper background to enter the program and felt that the BCA degree would be more beneficial to them.

The faculty and staff were very positive in their attitudes that they would like to be associated with the program. The survey revealed that 84 per cent would like to be associated with the program five years or longer. Another positive indication was that 92 per cent were "enthusiastic" to "very enthusiastic" about the program.

Personal data. This section of the questionnaire was designed to gather certain information in regards to sex, age, academic rank, and highest level of education of the faculty and staff. The survey revealed that 92 per cent were male and 66 per cent were between the ages of 35 to 49 years. Also, 83 per cent had an academic rank of associate professor or higher. As to education, all had completed work above the master's level while one-half had attained the earned doctorate.

Chapter 5

Conclusions and Recommendations

Summary

The Bachelor of Career Arts degree program was initiated in the summer of 1974 and has grown rapidly in number of students since its beginning. The approval of the program, appointment of a faculty committee, and the name of the degree were accomplished in the spring of 1974. The program was designed not only to accept traditional transfer credits, but also to accept and/or evaluate technical/occupational credits, non-college learning experiences, and life/work experiences. After operation of the program for more than one year, 118 students have been involved as of the fall semester, 1975. Nine students have completed the program and have graduated.

The purpose of this project was to study the structure and value of the BCA program, as well as its philosophy and curriculum design, and to recommend changes as needed.

The study was limited as noted in Chapter 1. A brief summary of these limitations is as follows:

1. The program is relatively new, being in operation for slightly longer than one year.
2. The program has a very limited number of faculty and staff involved with the total of 12 associated with the program. All 12 faculty and staff returned a completed questionnaire.

3. The total number of students enrolled in the program to date is 118 of which 96 participated in the survey, a return of 81 per cent.

Colleges and universities involved in the process of crediting prior learning experiences, located throughout the United States, now exceed 100. All types and sizes of colleges are involved in this type of non-traditional educational experience. However, the literature does not reflect many developments about these types of non-traditional learning experiences.

The award of credit for prior off-campus learning has greatly increased in the last few years. Many institutions have come to realize that other ways must be found to evaluate knowledge students already have when they enroll in the college of their choice. It is becoming more evident as time passes that this kind of credit must eventually be considered and translated into academic credit. One of the most difficult problems is how prior knowledge can be measured and equated to the learning that takes place in the classroom.

This study revealed that the philosophy used by many institutions was the underlying belief that the adult student has special needs and that these needs can best be met by designing a creative degree program taking into consideration prior knowledge and credit regardless of how he attained the knowledge. Basically, Dallas Baptist College has the

same philosophy. If the student has a certifiable competency, he can be admitted to the program. The student's total learning experiences are evaluated to determine the academic courses needed to complete the degree. The college simply designs a program that will enhance and/or add to his past learning experiences.

The study was based upon two questionnaires: a faculty/staff questionnaire and a student questionnaire. The instruments were modifications of questionnaires used by Medsker and Associates (1975) in a research report, which was essentially a study of non-traditional programs in 20 colleges and universities throughout the United States involving 24,453 students. The instruments were slightly modified for the purpose of securing the appropriate information for this particular study.

The faculty/staff questionnaire was divided into seven sections: background, program features, students, faculty/staff activities, impact, personal data, and comments. The student questionnaire was divided into eight sections: background, employment, educational background, attraction to the program, status in the program, program features, personal features, personal traits, and comments.

The faculty/staff questionnaire was personally handed to each faculty and staff member by the writer with an explanation as to the purpose of the study and instructions in reference to the completion of the form. As each questionnaire was completed, the form was personally returned

to the writer. The student questionnaire was either mailed or given in class to all students involved in the program to date. An 81 per cent return on the questionnaire was realized.

Conclusions

Students in the Program. This study involved the philosophy, value, and structure of the BCA program as related to the college, the student, and the faculty and staff. The students naturally differ in many ways from traditional college students in that they are older, employed full time, married, highly motivated, with most having previous college experience.

From the student's point of view, the results of the study indicated that their fundamental belief and/or reason for seeking a bachelor's degree was self satisfaction in earning a degree. Among others, the type of institution, the reputation of the program, requirements of an employer, and the availability of financial aid were not too important.

The student's philosophy of life was overwhelmingly aggressive. Generally, the students had no problem with studying and were not concerned about being placed too much on their own. Essentially, they had no problems in adjusting to the total program. They believed that their studies were interesting, fairly difficult, and that the instruction was excellent.

They were financially independent using earnings from work and/or G.I. benefits to finance their education. Very few needed assistance such as scholarships, grants, or any type of state or federal aid.

The students' opinions of themselves were very high. In most cases they rated themselves above average in such traits as academic ability, drive to achieve, independence, persistence, self confidence, and self motivation. They were very realistic when a majority rated themselves average or below in writing and mathematical ability.

The value of the program from the student's viewpoint was twofold: to increase their income and/or to develop a new career. Thus it appears that a large number of the students had a utilitarian motive for enrolling in the program. The opportunity to increase their knowledge in art, music, literature, and other cultural experiences did not seem to be valuable to the students. The objectives the students had for the program were met to their satisfaction.

The value of the program as to the awarding of credit for life/work experiences and other non-traditional experiences was also very significant. Based upon the present tuition and fees, the results of the survey reveal that, on the average, each student was given credit which amounted to approximately $12,000. This amount is approximately the tuition for two semesters of college credit at Dallas Baptist College. Projecting this figure for the total enrollment to date, reveals that it amounts to a significant $141,600.

The structure of the program, from the student's point of view, was very suitable and accommodating. Small lecture classes with instructor-led discussions were the overwhelming favorites. This was contrary to the present and continuing cry in some circles for programmed instruction and video or audio cassettes. Dallas Baptist College has the capacity for handling this mode of instruction and at this time is using it to supplement the traditional classroom experience. The students were very satisfied with this type of structure.

The students were also satisfied with the structure of the program related to counseling, scheduling, curriculum, and to the library, bookstore, and administrative offices. This was evident when 84 per cent of the students rated the total BCA program "above average."

Faculty and staff in the program. The typical faculty and/or staff involved in the program was male and middle aged and had relatively high academic rank. They had a variety of teaching experiences including community college and secondary education. They also had a variety of other educational experiences including teaching extension courses in evening and/or adult education, working in experimental programs, and developing special learning materials. Over three-fourths had more than five years of teaching experience. This information indicates a mature, well educated faculty which is always needed in traditional programs, but even more so in non-traditional programs.

The faculty and staff philosophy and attitude toward the students in the program was very positive. This fact was validated when the faculty rated the students "higher than average" in all characteristics (see Table 19, Chapter 4) except mathematical ability. These facts are very important because of the initial feeling by some that the program would not attract the "academically astute" individual. Another validation of this feeling toward the student is shown in Table 20, Chapter 4, which reflects a very positive attitude about the skills, habits, and certain responsibilities of the students.

The personal outlook and philosophy of the faculty and staff relative to certain interests and attitudes were considerably improved by participation in the program. Basically, as a result of participatin in this program, they are more interested in working with more mature students and new modes of instruction. They are also interested in branching out into other disciplines. All faculty and staff revealed a very positive and enthusiastic outlook on their participation and on the future of the program.

The value of the program to the faculty and staff may be summed up as being primarily a chance to participate in a new venture and a chance to participate in a new curriculum focus.

The opinion of the faculty and staff parallels the opinion of the student in that 83 per cent of the faculty and staff indicated that the students completing their courses

would be prepared to enter advanced courses at the junior/ senior level. Also, the students thought that the program was meeting the educational counseling needs of students, as did a majority of the faculty and staff.

Most of the faculty and staff agreed that the administrative and managerial structure of the program was basically meeting the needs of the college and the student. In the opinion of the faculty and staff, the instructional features and course requirements, including general studies, were very satisfactory in most cases, and in some areas better than the traditional program. The vigor with which students are evaluated, quantity of paperwork required, amount of reading and writing expected, and oral presentations are notable in these areas.

One of the greatest concerns of the faculty and staff was in the area of "assessment of developmental experiences" which naturally is associated with the general coordination and administration of the program. This is a valid and natural concern since the evaluation of these kinds of experiences is essentially the "heart" of the program. Modifications in this area seem to be in order.

Another concern related to the general structure of the program is the matter of compensation for faculty and staff. However, this is not only true in the BCA program, but it is also true in most of the administrative, faculty, and staff positions of the college. This is a problem that should be considered in a new budget year.

There is also a problem of assigning students to a faculty advisor. The present method is to assign BCA students to faculty who are on the BCA committee. The fact that most of the students are applied management majors causes an overload on a few individuals. Whereas one-half were satisfied with the amount of contact with the students, one-third desired more contact.

Recommendations

From the beginning of this project the goal was to study the BCA program and to recommend changes that would improve and enhance the program. It was also stated that these changes must conform to the operating philosophy of the college and the objectives of the program.

Whereas these recommendations come primarily from the findings in the study, they are also based on information and ideas gleaned from the review of literature, consultations with educational leaders, and comments from other faculty and staff at the college. Thus, the recommendations are based upon a number of resources and considerations.

The following recommendations are made to improve and/or enhance the operation of the BCA program at Dallas Baptist College of which the administration, staff, and the BCA faculty committee should be responsible.

1. Rigorous evaluation of the program based on the highest quality of standards should be planned and implemented immediately, and should be continuous based upon a pre-planned, designated

schedule. This evaluation should focus on processes as well as outcomes for the purpose of improving program performance. The questionnaire used in this study should be a basis for implementing the evaluation program. The program should be evaluated on the basis of goal achievement and the degree to which program objectives have been met.

2. A plan for "marketing" the program to the public and plan for specific student recruiting activities must be implemented in order to detect changes in clientele. The plan should be designed so as to provide an early warning of shifts and interest in the public so that consideration can be given to modifications of the program in order to meet the interests of specific clientele. Since the percentage of women in the program is significantly lower than the percentage of women in the total enrollment at the college, the plan should include methods by which more women could be enrolled in the program. Individuals involved in the marketing and recruiting of the program should use the highest ethical standards in order to avoid recruiting students who do not have the proper background for the program.
3. A special "handbook" should be developed detailing the credit opportunities available to students in

the BCA program. This handbook should include, but not be necessarily limited to:

a. what credits are transferable from other colleges;

b. what life/work experiences are eligible for credit;

c. how experiences are assessed and verified;

d. limitations placed upon the amount of all credit toward a degree;

e. the transferability of non-traditional credits to other institutions;

f. procedures for describing past experiences.

4. A special incentive and/or reward structure should be considered to encourage regular faculty members to participate in the BCA program. Participation should be considered as part of the teaching load.

5. The use of outside resource persons in the classroom should continue; however, the responsibilities of these individuals should be delineated in such a way that the regular faculty is always in control of the academic process.

6. Off campus extension classes should be developed provided that there is sufficient interest. However, all students would continue to come to the campus to register for classes and to use the facilities.

7. The curricular structure of the program should remain as presently organized; however, faculty academic advisors in the program should assure the quality of the degree through a well designed degree plan for each student.
8. Procedures and guidelines should be refined as to the student's documentation of his experiences. These guidelines should include a narrative prepared and written by the student which communicates fully and effectively his analysis of what he has learned.
9. The salary scale for faculty and staff involved in the program should be increased and/or adjusted to compensate for any additional work related to the BCA program.

Recommendations for Further Research

Recommendations have been made to improve and/or enhance various aspects of the BCA program which were based upon the findings of the study. Granted, a case study such as this cannot possibly examine every detail and facet of the entire degree program. However, it is felt that the recommendations that are made will have a very positive effect on the program and the college, thus accomplishing the primary goals of the study.

In this study, several questions and/or problems have surfaced which should receive further study by appropriate

staff or faculty at Dallas Baptist College. The following topics are suggested for further study:

1. The evaluation and acceptance of credits of non-traditional programs by other colleges and universities.
2. The awarding of "free credit" for non-college learning and life/work experience as opposed to charging the student a fee per credit hour for all credit awarded.
3. The study of the "Cooperative Assessment of Experiential Learning" (CAEL) project to determine whether the college should participate in the organization along with other colleges and universities as sponsored by the Educational Testing Service.
4. The study of the awarding of non-traditional types of credits in other traditional degree programs of the college.
5. The study of the BCA seminar, its structure, design, and proper relationship to the BCA program.
6. The study of methods, procedures, and value of awarding credit in life/work experience for experience gained in the ministry such as pastor, minister of education, music, and youth.

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Appendix A

GUIDELINES FOR AWARDING CREDIT FOR KNOWLEDGE GAINED FROM WORK AND LIFE EXPERIENCE

1. Detailed guidelines and procedures for the validation of prior learning shall be clearly and publicly set forth for students and evaluators and be approved by faculty groups and staff formally responsible for academic policy, programs, and standards in the institution. The manual of procedures should address these topics:
   a. Curricula in which experiential credit may apply
   b. The experiences that may qualify for credit
   c. The degree requirements that credit for life experience may fulfill
   d. The maximum number of credits allowable
   e. The evidence that is required to validate the experiences
   f. The system and process of evaluation and the standards which apply
   g. Points in time at which the student may apply for credit and at which decisions are rendered
   h. Required fees (if any)
2. Documented learning, on experience alone, shall be the basis for credit. Credits for prior learning shall be awarded only upon demonstration of knowledge and competencies fully equivalent, if not in kind then in level of achievement, to accomplishment in traditional programs.

3. Credit for prior learning shall fit appropriately into a meaningfully designed degree program. Credit should not be granted for learning, particularly in unrelated occupational areas, that is not germane to a logically structured degree program and the educational purposes of the institution.
4. Validation of credit shall normally include the preparation of a portfolio or other demonstration which describes the specific knowledge and competencies attained and supporting evidence of that attained. For certain kinds of learning, in which the subject matter of traditional college courses has been mastered, the most efficient means of validation may be established tests such as CLEP and CPEP.
5. Credit for experiential learning normally shall be awarded only to students who have officially enrolled in a program, the learning shall be relevant to the purposes of that program, and the decision concerning credit shall be made sufficiently early to allow for sound planning of the balance of the student's academic program.
6. Students must have competent advice and guidelines in applying for credit for prior learning. This orientation will cover the specific knowledge and competencies required for the award of credit. Useful references include A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American

Council on Education, Regents External Degrees/College Proficiency Examinations, and A Guide to Educational Programs in Noncollegiate Organizations, published by the New York State Education Department.

7. The applicant shall receive a written statement of the credits awarded and the reasons for the award or non-award of credits. Provisions should be made for an appeal process.

8. Comprehensive records of evaluations and decisions shall be maintained by the institution, including the credit recommendations, the basis for the recommendations, the names of those responsible for the recommendations, and the names of administrative officials who have reviewed the recommendations. Sufficient information will be entered on the transcript or attached to it, so that registrars in other institutions or employers will understand the meaning of the award of credit.

9. The institution shall continually evaluate the policies, procedures, and results of crediting experiential learning, sometimes through comparison with conventional academic routes to similar knowledge, and shall make any necessary modifications in its practices.

Appendix B

FACULTY/STAFF QUESTIONNAIRE

BACHELOR OF CAREER ARTS DEGREE PROGRAM

DALLAS BAPTIST COLLEGE

INSTRUCTIONS: Indicate your answers by circling the number next to the statement that best answers the question. In all cases circle only ONE number unless the question itself contains other instructions.

BACKGROUND

1. What is your present position?

   Administrator..... 1

   Instructor..... 2

   Counselor..... 3

   Other, please specify:

   _____ 4

2. How long have you been associated with the BCA program?

   Less than 6 months..... 1

   6 months to 11 months..... 2

   1 year..... 3

   2 years or more..... 4

3. In addition to the work you do in the BCA, are you employed elsewhere?

	Yes	No
Teaching at Dallas Baptist College in another division or program (skip to 4)	1	2
Teaching at another college or university	1	2
Other employment	1	2
This is my only employment	1	2

4. In what department, school, etc., at Dallas Baptist College do you have an appointment?

_____

5. Including your participation in this program, how many years of teaching experience have you had in the following tyyes of institutions? Place one check in the appropriate column for each type of institution.

	None	1 year	2-4 years	5-10 years	11-20 years	Over 20 years
Four-year college or university	___	___	___	___	___	___
Community college	___	___	___	___	___	___
Elementary or secondary school	___	___	___	___	___	___
Business, industry, or community agency	___	___	___	___	___	___
Other, please specify:	___	___	___	___	___	___

6. Exclusive of your participation in this program, have you ever participated as a faculty or staff member in the following educational activities or programs?

	Yes	No
Extension or continuing education programs at the college level.....	1	2
Evening or adult education programs at the secondary level.....	1	2
Innovative or experimental programs for undergraduates.....	1	2
Development of special learning materials (programmed texts, curriculum packages, media, etc.).....	1	2
Noncredit courses at educational centers, training programs, or workshops.....	1	2

7. How important was each of the following factors in your decision to participate in the BCA program?

	Very important	Somewhat important	Not important
General reputation of the program	1	2	3
Previous experience with this type of program.....	1	2	3
Chance to participate in a new venture.....	1	2	3
Salary or other compensatory arrangements.....	1	2	3
Curricular focus (e.g., interdisciplinary study, etc.).....	1	2	3

	Very important	Somewhat important	Not important
Academic quality of students in the program.....	1	2	3
Nature of the academic program (flexible, location, scheduling, mode of instruction, etc.).....	1	2	3
Chance to work with adult students	1	2	3
Status of the program.....	1	2	3
Opportunity to work with students who are practicing professionals in my field.....	1	2	3

Other, please specify:_____

PROGRAM FEATURES

8. On each of the following instructional featues, how does the BCA program compare with regular college or university programs?

	More	Same	Less
Level of difficulty or rigor.....	1	2	3
Faculty workload.....	1	2	3
Student workload.....	1	2	3
Rigor with which students are evaluated	1	2	3
Opportunity afforded students for subject area concentration.....	1	2	3
Quantity of paperwork for faculty or staff.....	1	2	3

	More	Same	Less
Amount of reading expected of students	1	2	3
Amount of writing expected of students	1	2	3
Amount of oral presentation expected of students	1	2	3
Amount of library work expected of students	1	2	3

9. Following are possible problems that could be encountered in non-traditional programs. To the best of your knowledge, please indicate how serious a problem each of these might be in the BCA program.

	Not a problem	Somewhat of a problem	A serious problem
Conflicting demands on faculty time	1	2	3
General coordination and administration of the program	1	2	3
Availability of support services (duplicating, secretarial help, etc.)	1	2	3
Assessment of developmental experiences	1	2	3
Selection of qualified instructors/counselors	1	2	3
Academic control over the program	1	2	3

	Not a problem	Somewhat of a problem	A serious problem

Other, please specify:_____

10. In your opinion, how effective has the BCA Committee been in overall policymaking for the BCA program?

Very effective..... 1

Effective..... 2

Not very effective..... 3

Not effective at all... 4

No opinion..... 5

11. Please indicate how much you agree or disagree with each of the following statements about the BCA program. Place one check in the appropriate column for each statement.

	Strongly agree	Agree	Dis-agree	Strongly dis-agree	Undecided
Most of my colleagues would like to participate in the BCA program	___	___	___	___	___
Participation in the BCA program should be considered an in-load activity	___	___	___	___	___

	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
The workload in this program makes it difficult for me to find time for research or other professional activities	___	___	___	___	___
The BCA program is reaching the students it was originally designed to reach	___	___	___	___	___
Too much of the BCA program has been directed to select audiences	___	___	___	___	___
The BCA program provides an education for its students that they would not otherwise be able to receive	___	___	___	___	___

	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
Too much of my contact with students involves procedural and administrative concerns, rather than intellectual, educational matters	____	____	____	____	____

12. In your opinion, will students who complete your courses be prepared to enter advanced courses in your discipline?

    Yes..... 1

    No..... 2

    Don't know.. 3

13. Do you think that the methodology used in the BCA program could be extended to any other undergraduate degree programs?

    Yes..... 1

    No (skip to 14).. 2

    If yes, do degree programs in the following divisions at Dallas Baptist College lend themselves to this methodology?

	Yes	No
Behavioral Sciences.....	1	2
Business.....	1	2
Humanities.....	1	2

	Yes	No
Natural Science and Math...	1	2
Nursing.....	1	2
The Arts.....	1	2
Religion and Philosophy....	1	2

14. In general, how satisfied are you with the following aspects of your involvement in the program? Place one check in the appropriate column for each aspect.

	Very satisfied	Satisfied	Not satisfied	Not applicable
Workload.....	____	____	____	____
Involvement in decisions about curriculum and degree requirements.....	____	____	____	____
Involvement in other administrative decisions (admissions, planning, etc.).....	____	____	____	____
Salary or other compensation.....	____	____	____	____

15. In your opinion, is the BCA program meeting the educatioal counseling needs of students?

Yes..... 1

No..... 2

Don't know..... 3

16. Do you think any of the following provisions might improve the educational counseling services of the program?

	Yes	No
A better orientation program for students at the beginning of their studies.....	1	2
A program to train academic staff in educational counseling and design of students' programs.....	1	2
Reduction of the present workload of academic staff in the program to allow staff to do more educational counseling.....	1	2
More educational counseling done by the administrative staff of the program.....	1	2

Other, please specify:_____

17. Below is a list of criteria which may be used in granting credit for developmental experience. Please indicate with a check how important each criterion should be in assessing developmental experience.

	Very important	Somewhat important	Not important
1. Applicability of developmental experience to student's current educational objectives.....	___	___	___

	Very important	Somewhat important	Not important
2. Ability of student to document learning derived from developmental experience.....	____	____	____
3. Age of student...	____	____	____
4. Occupational status of student	____	____	____
5. Activity related to an occupation	____	____	____
6. Activity not related to an occupation (volunteer and community work, hobby, etc.)	____	____	____
7. Quality of activity (level of competence, responsibility, etc.)...	____	____	____

8. Other, please specify:_____

18. Have you ever been involved in assessing a student's developmental experience for credit?

Yes..... 1

No (Skip to 19).... 2

a. If yes, which one of the criteria listed above (Question 17) has had the greatest priority for you in your assessment of credit for developmental experience? Please circle the matching number.

1 2 3 4 5 6 7 8

STUDENTS

19. From your own experience with BCA students, how do they compare with other students at Dallas Baptist College on each of the following characteristics?

	Higher	Same	Lower
Academic ability.....	1	2	3
Drive to achieve.....	1	2	3
Independence.....	1	2	3
Interpersonal skills.....	1	2	3
Leadership ability.....	1	2	3
Mathematical ability.....	1	2	3
Persistence.....	1	2	3
Self-confidence.....	1	2	3
Self-motivation.....	1	2	3
Writing ability.....	1	2	3

20. From your own experience with BCA students, how frequently does each of the following problems occur?

	Frequently	Sometimes	Hardly ever
Anxiety about what is expected of them.....	1	2	3

	Frequently	Sometimes	Hardly ever
Trouble improving weak skills or filling in deficiencies.....	1	2	3
Interference from home and job responsibilities.....	1	2	3
Inadequate study habits	1	2	3
Trouble finding a place to study.....	1	2	3
Not having anyone to talk to about their studies.....	1	2	3
Reluctance to consult with faculty/counselor	1	2	3
Loss of motivation or drive before the end of the area study.....	1	2	3
Deficiency in reading skills.....	1	2	3
Deficiency in verbal skills.....	1	2	3
Difficulty in adjusting to the program.....	1	2	3
Too much dependence on faculty/counselor.....	1	2	3

	Frequently	Sometimes	Hardly ever
Other, please describe: _____			

FACULTY/STAFF ACTIVITIES

21. How many BCA students are you presently responsible for counseling?

Number of students.... ____

Not applicable..... ____

22. Excluding classes, how often were you in contact, on the average, with a BCA student during the last six months? Place one check in the appropriate column for each type of contact.

	More often than once a week	About once a week	About once every 2 weeks	About once a month	Less often than once a month
Face-to-face meetings	____	____	____	____	____
Telephone conversations	____	____	____	____	____
Correspondence	____	____	____	____	____
Other, please specify:	____	____	____	____	____
_____	____	____	____	____	____

23. Excluding classes, how do you feel about the amount of contact you have with your BCA students?

I am satisfied with the amount of contact I have with my students..... 1

I would like to have more frequent contact with my students..... 2

I would like to have less frequent contact with my students..... 3

24. During the last six months, how much time per week on the average, did you spend on BCA and related activities.

Average number of hours per week_____

a. What percentage of the above time have you spent on each of the following BCA activities? Place a zero (0) next to the activities on which you spend no time. Please be sure that the total of time spent adds to 100%.

1. Student contact (counseling in person, communicating with BCA students via telephone, correspondence, etc.).....___%
2. Assessment and student evaluation (reviewing student folders for assessment of developmental experiences, reading student reports, grading papers, etc.).....___%
3. Program and curriculum development (devising program procedures, preparing lesson guides and learning materials, etc.).....___%
4. Miscellaneous program-related work (committee work, general clerical functions, etc.).....___%

5. Other, please specify:_____

_____ ___%

100%

IMPACT

25. For each of the following interests and attitudes, what changes do you recognize in yourself as a result of your participation in this program?

	Changes since beginning my participation in this program:			
	More now	About the same	Less now	Not applicable
Interest in working with older students.....	1	2	3	4
Interest in working with students who are studying independently.....	1	2	3	4
Skepticism about the credibility of programs such as this one.....	1	2	3	4
Interest in nontraditional modes of learning	1	2	3	4
Concern about the amount of faculty and staff time necessary for the successful conduct of the program.....	1	2	3	4

	More now	About the same	Less now	Not applicable
Interest in new methods for teaching my discipline.....	1	2	3	4
Interest in preparing or helping to prepare materials for new program options or alternatives.....	1	2	3	4
Interest in interdisciplinary work.....	1	2	3	4
Interest in working with forms of instructional media I haven't used before.....	1	2	3	4
Skepticism about the interdisciplinary curriculum.....	1	2	3	4

26. Do you think the BCA program is attracting many students away from traditional degree programs?

Yes..... 1

No..... 2

Don't know.... 3

27. How long do you want to remain associated with the BCA program?

As long as possible..... 1

5 years or more..... 2

No more than 3 to 5 years..... 3

No more than 1 to 2 years..... 4

I want to leave as soon as possible... 5

a. What would be your reasons for leaving?_____

_____

28. On a good day, how would yyu describe how you feel about your participation in the BCA program?

Very enthusiastic..... 1

Enthusiastic..... 2

Not especially enthusiastic..... 3

PERSONAL DATA

29. What is your sex? Female.... 1

Male..... 2

30. What is your age? 18-24..... 1

25-29..... 2

30-34..... 3

35-39..... 4

40-49..... 5

50-64..... 6

65 or older 7

31. What is your academic rank?

Full professor..... 1

Associate professor..... 2

Assistant professor..... 3

Instructor..... 4

Lecturer..... 5

Nonacademic appointment..... 6

Other, please specify:

_____ 7

32. What is the highest level of education you have attained?

Bachelor's degree..... 1

Post baccalaureate work, no graduate degree..... 2

Master's degree..... 3

Post master's work, no doctorate..... 4

Professional degree (MD, JD, LLB)..... 5

PhD, EdD..... 6

Other, please specify:_____ 7

33. In what field of study did you do your most advanced work?

_____

COMMENTS

In the space provided below, we invite any comments on the BCA degree program: advantages, disadvantages, changes you would like made. We would value your comments on any of the issues raised by questions in this survey instrument.

Thank you for your cooperation.

Appendix C

STUDENT QUESTIONNAIRE

BACHELOR OF CAREER ARTS DEGREE PROGRAM

DALLAS BAPTIST COLLEGE

INSTRUCTIONS: 1. Please check only one response unless the question contains other instructions.

2. If graduated, answer for the time you were enrolled in the program.

BACKGROUND

1. Sex

___M

___F

2. Age

___20 or younger

___21-30

___31-40

___41-50

___51-60

___61 or older

3. Marital Status

___Single

___Married

___Divorced or separated

___Widowed

4. Racial/Ethnic Background

___American Indian

___Chicano

___Oriental

___Caucasian

___Other, specify_____

EMPLOYMENT

5. Are you presently employed?

___Yes

___No

6. How many hours per week do you work?

___19 or less

___20-29

___30-39

___40-49

___50-59

___60 or more

7. Who is your most recent employer?

___Self employed

___Private employer

___Government (Federal, State, Local)

8. Have you ever served on active duty in the U. S. armed forces?

___Yes; highest rank obtained_____

___No

9. What was your total income last year from all sources before taxes? Do not include spouse's income.

___5,000 or less

___5,000-9,999

___10,000-11,999

___12,000-14,999

___15,000-19,999

___20,000-29,999

___30,000 or more

EDUCATIONAL BACKGROUND

10. What is the highest degree or certificate that you have attained?

___No high school diploma

___High school graduate or GED equivalency diploma

___Certificate requiring one or two years of post secondary training

___Associate degree (two years of college)

___Other, specify_____

11. Before you entered this program, when did you last study for credit? For example, high school, college, or vocational trade school.

___Within past year

___Between 1-3 years ago

___Between 4-8 years ago

___Between 9-12 years ago

___More than 13 years ago

12. Before you entered this program, when did you last study for college credit?

___Within past year

___Between 1-3 years ago

___Between 4-8 years ago

___Between 9-12 years ago

___More than 13 years ago

13. How many different institutions have you been enrolled in for credit?

___One

___Two

___Three

___Four

___Five or more

ATTRACTION TO THE PROGRAM

14. How did you initially find out about this program?

___A friend enrolled in the program

___Faculty or staff at Dallas Baptist College

___Mass media (T.V., radio, newspaper, etc.)

___Direct mail

___Faculty or staff at another college

___An employer

___Other, specify_____

15. How important was each of the following in attracting you to this program?

Very Important	Somewhat Important	Not Important	
_____	_____	_____	1. Opportunity to earn credit for prior life/work experience.

Very Important	Somewhat Important	Not Important		
_____	_____	_____	2.	Thought it was an easy way to get a degree.
_____	_____	_____	3.	My employer wanted me to go.
_____	_____	_____	4.	Opportunity for part-time study.
_____	_____	_____	5.	Flexibility of the program (scheduling, self-pacing)
_____	_____	_____	6.	Availability of financial support.
_____	_____	_____	7.	The good reputation of the program.
_____	_____	_____	8.	The independence allowed.
_____	_____	_____	9.	It was the only program available to me.
_____	_____	_____	10.	Opportunity to transfer technical/ occupational courses for credit toward a degree

_____ _____ _____ 11. The type of institution (private, Southern Baptist).

_____ _____ _____ 12. Self satisfaction in earning a bachelor's degree.

16. Of the reasons checked above, circle the matching number of the one that was most important to you.

1 2 3 4 5 6 7 8 9 10 11 12

17. Before deciding to enroll in this program, did you consider enrolling in a traditional program?

___Yes

___No

STATUS IN PROGRAM

18. What is your present status in the program?

___New student (present semester)

___Continuing

___Inactive

___Graduated

19. When did you complete your first course in the program at DBC?

___Spring 1974

___Summer 1974

___Fall 1974

___Spring 1975

___Summer 1975

___Fall 1975

20. If you are not currently enrolled, were any of the following reasons involved? (Check yes or no for each.)

Yes	No	
___	___	Financial difficulties
___	___	Family problems
___	___	Health problems
___	___	Job responsibilities conflicted
___	___	Dissatisfied with faculty
___	___	Dissatisfied with curriculum
___	___	Had to move
___	___	Other, specify_____

21. Would you classify yourself as a:

___ Full time student (12 or more credit hours)

___ Part time student (less than 12 hours)

___ Not currently enrolled

22. After completing this degree, do you plan to go to graduate school to pursue a master's degree?

___ Yes

___ No

PROGRAM FEATURES

23. How important was each of the following educational objectives in influencing yyur decision to enroll in this program?

Very Important	Somewhat Important	Not Important	
_____	_____	_____	1. Would help me to get a promotion in my present job.

Very Important	Somewhat Important	Not Important		
_____	_____	_____	2.	To develop a new career.
_____	_____	_____	3.	Self satisfaction in earning a bachelor's degree.
_____	_____	_____	4.	To improve my chances of increasing my income.
_____	_____	_____	5.	To increase my appreciation of art, music, literature, and other cultural experiences.
_____	_____	_____	6.	To develop an understanding and appreciation of science and technology.
_____	_____	_____	7.	Other (specify) _____

24. Of the reasons checked above, circle the matching number of the one that was most important to you.

1 2 3 4 5 6 7

25. To what extent had the program met the objective most important to you?

___Completely

___Somewhat

___Not at all

___Too new in program to respond

26. What have been your experiences with the following aspects of the program so far? (Check one rating for each item.)

a. My studies have been:

___Extremely interesting

___Interesting

___Not interesting at all

b. The load of work in my studies has been:

___Heavy

___Medium

___Light

c. The studies I have pursued have been:

___Very difficult

___Failry difficult

___Not particularly easy or difficult

___Fairly easy

___Very easy

d. The quality of instruction has been:

___Excellent

___Good

___Fair

___Poor

e. The other students in the program have been:

___Bright

___Average

___Not very bright

___No contact with other students

f. The administrative staff of the program has been:

___Efficient and responsive to student needs

___Adequate

___Inadequate

27. To what extent did the BCA Seminar serve your needs?

___Efficient and responsive to student needs

___Adequate

___Inadequate

___Too new in program to respond

28. In comparison to other formal educational experiences you have had, what is your overall rating of the BCA Seminar?

___Superior

___Above average

___Average

___Below average

___Too new in program to respond

29. In comparison with other formal educational experiences you have had, what is your overall rating of the program?

___Superior

___Above average

___Average

___Below average

30. Listed below are various instructional modes you may have experienced while enrolled in this program. Please indicate your satisfaction with each, or if you have not had the experience, check whether you wanted it or not.

Have had and		Have not had		
Am satisfied	Am not satisfied	And wanted	And did not want	
___	___	___	___	1. Small classes with instructor-led discussions.
___	___	___	___	2. Lecture classes
___	___	___	___	3. Classes at another college while in the program
___	___	___	___	4. Independent study or tutorial
___	___	___	___	5. Seminars, student-led discussion groups
___	___	___	___	6. Programmed instruction, learning modules
___	___	___	___	7. Films
___	___	___	___	8. Video or audio cassettes, records, or other media
___	___	___	___	9. Course of study involving community experiences, internships

Have had and Am satisfied	Have had and Am not satisfied	Have not had And wanted	Have not had And did not want	
____	____	____	____	10. Laboratory courses

31. Which of the above (Question 30) has been the major form of instruction you have had so far in the program? (Circle the matching number)

1 2 3 4 5 6 7 8 9 10

32. Which has been most satisfying to you? (Circle the matching from Question 30.)

1 2 3 4 5 6 7 8 9 10

33. Have you applied for transfer of credit of your previous academic experience?

___Yes

___No, but I plan to (skip to 34)

___No (skip to 34)

___Not possible in my program (skip to 34)

a. If yes: The amount of credit or other recognition granted was:

___More than I expected

___Exactly what I expected

___Less than I expected

___I don't know yet

b. How much credit or other recognition were you granted?_____

34. Have you applied for formal academic recognition for life/work experience?

___Yes

___No, but I plan to (skip to 35)

___No (skip to 35)

___Not possible in my program (skip to 35)

a. If yes: The amount of credit or other recognition granted was:

___More than I expected

___Exactly what I expected

___Less than I expected

___I don't know yet

b. How much credit or other recognition was granted?____

35. Have you taken standarized examinations like CLEP for credit?

___Yes

___No (skip to 36)

___Not possible in my program (skip to 36)

a. If yes: How much credit or other recognition were you granted?_____

36. Listed below are some other ways college programs may meet the needs of their students. For each feature, indicate the extent to which your program has met your needs.

Much	Some	Not at all	Did not need	
____	____	____	____	Convenient location for classes or seminars

Much	Some	Not at all	Did not need	
___	___	___	___	Availability of academic counseling
___	___	___	___	Availability of personal counseling
___	___	___	___	Availability of vocational counseling
___	___	___	___	Flexible scheduling (classes or other learning experiences)
___	___	___	___	Personal encouragement by faculty
___	___	___	___	Flexiblity in curriculum
___	___	___	___	Orientation program to prepare me for study
___	___	___	___	Availability of library resources
___	___	___	___	Interaction with other students
___	___	___	___	Financial aid from program
___	___	___	___	Availability of faculty
___	___	___	___	Total independence in selecting my own topics of study

37. Which of the following have you experienced while enrolled in this program? (Check yes or no for each item)

Yes	No	
___	___	Had difficulty getting used to studying again

Yes	No	
___	___	Found my work experience helped me to be a better student
___	___	Had difficulty fitting my studies or courses into my schedule
___	___	Had no quiet place to study
___	___	Developed an interest in doing post-graduate work
___	___	Found that my life was changed drastically
___	___	Had difficulty meeting payments for tuition or other expenses
___	___	Had difficulty completing some of my studies
___	___	Had difficulty adjusting to the modes of instruction
___	___	Felt I was placed too much on my own
___	___	Had trouble getting started
___	___	Had to wait too long between applying and actually beginning my studies
___	___	Had difficulty getting books and other materials
___	___	Developed problems with my family
___	___	Found my career plans changing
___	___	Worked closely with the faculty

38. How are you financing your expenses (tuition, fees, etc.) in the program? (Check yes or no for each item.)

Yes	No	
___	___	1. Earnings from own work
___	___	2. Earnings of spouse

Yes	No		
___	___	3.	Savings
___	___	4.	Income from parents or relatives
___	___	5.	GI benefits from military service
___	___	6.	Other government agency support
___	___	7.	Private employer support
___	___	8.	Scholarships or grants (EOG, LEEP, etc.)
___	___	9.	State or federal loan program (NDSL, FIL, TOP, etc.)
___	___	10.	Bank loans
___	___	11.	Other, specify_____

39. Which one of the above is the major source of financing?

1 2 3 4 5 6 7 8 9 10 11

40. Does your employer give you time off to attend classes, seminars, or other program activities?

___Yes, with pay

___Yes, without pay

___No

___Not employed

41. Apart from the payment of tuition or fees, does participation in the program require any additional expense? (Check yes or no for each item.)

Yes	No	
___	___	Loss of overtime pay
___	___	Stopped working or work less time
___	___	Cost of babysitters or other help
___	___	Cost of books and materials

Yes	No	
___	___	Travel
___	___	Food or lodging away from home
___	___	Other, specify_____

42. To what extent have the support services, (bookstore, admissions/registrar's office, business office, etc.) of the college met your needs?

___Adequately

___Somewhat

___Not at all

___Too new in program to respond

PERSONAL TRAITS

43. Rate yourself on each of the following traits when compared with the average person of your own age. We are interested in the most accurate estimates of how you see yourself.

Highest 10%	Above average	Average	Below average	Lowest 10%	
___	___	___	___	___	Academic ability
___	___	___	___	___	Drive to achieve
___	___	___	___	___	Independence
___	___	___	___	___	Interpersonal skills
___	___	___	___	___	Leadership ability
___	___	___	___	___	Mathematical ability
___	___	___	___	___	Persistence
___	___	___	___	___	Self-confidence

Highest 10%	Above average	Average	Below average	Lowest 10%	
____	____	____	____	____	Self-motivation
____	____	____	____	____	Writing ability

PERSONAL COMMENTS

44. Finally, we invite you to use the space below (or any additional pages you wish to add) to comment generally on your experiences in the program, especially your assessment of the advantages and disadvantages of its special or unique features. For example:

Use of faculty advisors;

Procedures for evaluation of life/work experiences;

Admissions, orientation, and counseling procedures.

Thank you for your cooperation.

SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by Donald Gentsch. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

James W. Reynolds

James Reynolds, MRP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Anita Barrett

Anita Barrett, Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

George Barton

George Barton

Central Staff Committee Member